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ABSTRACT

During the 1985 session of the Louisiana legislature, House Concurrent Resolution No. 110 was passed requiring that the State Board of Elementary and Secondary Education study the possibility of instituting a state-wide multiple-curriculum system in Louisiana's public schools. Tasks of the resulting 19-member curriculum committee focused on a national survey of high school graduation requirements and related curriculum issues, but also included reviews of current educational literature. Specific areas of concern included graduation exit testing, core and multiple curricula content, high school diploma options, and college admission criteria. Based on the study, a step-by-step process was formulated to guide the committee in the identification and development of viable curriculum models. Conclusions and recommendations of the committee cover the following areas for Louisiana: (1) high school graduation requirements, with particular emphasis on mathematics requirements and honors/college preparatory curricula; (2) appropriateness of curricula under consideration; (3) an applied studies curriculum model; (4) a future curriculum study based on the findings of the current study; and (5) a future longitudinal study to assess the effectiveness of the curriculum implemented subsequent to completion of the committee's work. Survey forms and other survey materials summary information on responses by states are appended. (TJH)

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MULTIPLE CURRICULUM STUDY

SUBMITTED TO
Multiple Curriculum Committee
Louisiana State Board of Elementary and Secondary Education

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EXECUTIVE SUMMARY

Background

During the 1985 Regular Session of the Louisiana Legislature, House Concurrent Resolution No. 110 (HCR 110) was passed requesting that the State Board of Elementary and Secondary Education (BESE) study the need for and potential effects of a multiple curriculum system in Louisiana's public schools. The results of this study were to be reported to the Joint Committee on Education prior to the 1986 Regular Session.

In response to this request, a 19-member Multiple Curriculum Study Committee was appointed and began its work in July 1985. In March 1986 an interim report detailing the activities and suggestions of the Study Committee was presented to the Elementary/Secondary Education Committee of BESE, and later, to the Joint Committee on Education of the Louisiana Legislature. In that report, the Committee found that Louisiana currently has a type of multiple curriculum system in that a wide variety of courses are available to meet a broad range of student needs. The Committee proposed that a core curriculum encompassing the basic graduation requirements be prescribed for all students, and that two additional curricula inclusive of the core, a general studies and an honors curriculum, be provided.

At the request of the Multiple Curriculum Committee, the Legislature extended the Committee's work for a second year so that additional information relative to the issues raised in the interim report could be collected. The Evaluation Section within the Department of Education Office of Research and Development was asked to assist the Committee in the collection and reporting of this information.

Scope of the Study

As specified by the Multiple Curriculum Committee, the study conducted by the Evaluation Section focused primarily on the collection of data from all states and the District of Columbia concerning high school graduation requirements and related curriculum issues. Specific survey questions addressed graduation exit testing, core and multiple curricula content, high school diploma options, and general college admission criteria. Considerable information was also gathered through extensive reviews of current educational literature. Based on these data, a decision table was developed outlining steps suggested for use in the identification and/or development of viable curriculum models for Louisiana. Recommendations were then offered concerning the nature and content of those models.

Basic Definitions and Assumptions

In order to ensure consistency in the interpretation of data presented in this study, it was critical that several key concepts be defined early in the report. As used in this study, a "core curriculum" was defined as a group of common courses and/or defined course content required of all students as a prerequisite to high school graduation. Typically, core

curricula consist of the minimum graduation requirements in terms of the specific courses and course content prescribed.

"Multiple curricula," as applied to this study, were taken to mean different courses of study, often connected by some common courses, all leading to completion of high school. Though many of the prescribed multiple curricula within a given curriculum framework encompass a common core, others are totally unique with no common courses or content among the complement offered. Examples of typical multiple curricula available across the United States include general studies, college preparatory, vocational, and honors curricula.

In addition to these specified definitions, one overriding assumption was made that is critical to the interpretation of the results and subsequent recommendations presented in the study: that of the real intent of HCR 110. Careful examination of the wording of the resolution, combined with correspondence received from a member of the Legislature, imply that the purpose inherent in the passage of HCR 110 was to call attention to the fact that the needs of all high school students in Louisiana were not being met (particularly those of the noncollege-bound), and that avenues for better meeting these needs should be explored. In specifically requesting that BESE study the need for and potential effects of a multiple curriculum system in Louisiana, the Legislature appears to be saying that such a system does not currently exist, but that it should be carefully examined as a potentially viable vehicle for better meeting the needs of the noncollege-bound, in particular. It is based on this interpretation of the intent of HCR 110 that the conclusions and recommendations that appear in this report are offered.

National Survey Results

During the six weeks period from late December 1986 through early February 1987, telephone interviews were conducted with state level education personnel in all 50 states. Local personnel in a number of states were also contacted, including those in the District of Columbia. In terms of the level(s) from which high school graduation requirements are set, 88 percent of the states exercise both state and local authority in setting these standards. In most of these states, the locally prescribed requirements encompass, and extend beyond those set at the state level. Eight percent of the states set all graduation requirements solely from the local level; four percent prescribe such requirements from the state level only. In general, State Boards of Education set state requirements; all locally prescribed requirements are set by local boards.

High school graduation exit tests are administered in 18 states, with English and mathematics being the areas most frequently tested. These tests are most often first given at the 10th grade level, with retake opportunities always available. Remediation is provided in most states.

All states have a minimum number of total credits required for high school graduation; the observed range is from 13 (plus local requirements) to 24 credits. Twenty credits are most often prescribed, with 19.4 being the average number. The average content area credit requirements across the

nation are 3.8 units in English, 2.1 in mathematics, 1.8 in science, 2.6 in social studies, and 1.4 in health and physical education.

Core curricula consisting of specific courses, content, and/or competencies required of all students are specified in 44 states. Multiple curricula, often inclusive of common core offerings, are offered in 36. Core curricula components are most often delineated in the form of specific courses and/or required content. (A requirement that all students complete a course in American history would be an example of a prescribed course requirement, whereas a content requirement might specify that certain aspects of American history be taught within the context of a broad social studies course.) Types of multiple curricula most frequently offered across the United States include general studies curricula (by 31 states), college preparatory curricula (by 32 states), and vocational curricula (by 20 states).

The type of high school diploma most frequently offered (by 24 states) is the standard or general diploma with no differentiation (in terms of coursework completed or performance level attained), and no supplements. Multiple diplomas generally reflective of the completion of various types of delineated curricula, and standard diplomas with optional certificates generally indicative of special attainment, are each offered by six states.

In two-thirds of the states, the public colleges and universities have specific admission requirements beyond a high school diploma and transcript. Such requirements most often include ACT/SAT scores and/or completion of a prescribed core of high school courses. Developmental/remedial programs are offered by the public colleges and universities in 44 states. In 33 of these states such programs are offered by all or almost all of the state's institutions. The availability of developmental/remedial programs appears to be approximately the same across states with and without college admission requirements. Generally such programs address English grammar and composition, reading and study skills, and mathematics.

Development of Viable Curriculum Models for Louisiana

Based on the data gathered through this study, a step-by-step process was suggested as a guide to assist the Multiple Curriculum Committee in the identification and/or development of viable curriculum models for Louisiana. A "decision table" was developed outlining the pertinent issues inherent in that determination and the alternatives to be considered in each step. The content of that table is presented below:

Step 1: Identify goals for secondary education in Louisiana. (The basic issue to be considered in this step is whether Louisiana should strive to provide a general education for all, or whether the emphasis should be on individualization and the provision of narrowly focused, specific educational programs for identified segments of the high school population.)

Step 2: Determine the overall curriculum framework. (The decision to be made here is whether Louisiana should provide a common set of experiences for all high school students, or whether the emphasis

should be on individualization, through the provision of differentiated experiences.)

Step 3: Determine the number of curricula to be offered. (The question to be addressed in this step is whether the provision of one curriculum, as opposed to that of multiple curricula, would be more appropriate in facilitating the attainment of the secondary education goals identified for Louisiana.)

Step 4: Delineate the nature and specific types of curricula to be designated. (Multiple curricula are generally designated in one of two ways, with some overlapping inherent in those categorizations: by student interests/aspirations, or by student abilities/competencies. Selection of the most appropriate approach for Louisiana is again dependent upon the suitability of that approach toward the attainment of the state's previously identified goals.)

Step 5: Determine suitable curricula content. (The focus of the final step is on the identification of the specific courses, course content, and/or competencies to be prescribed within each of the curricula selected for implementation in Louisiana. In delineating those specifications, care must be taken to ensure that all students are afforded an equal opportunity to attain the goals identified for secondary education in Louisiana.)

In order to provide information to the Multiple Curriculum Committee to facilitate the identification and delineation of suitable curricula content, the study focused on comparing the proposed content of Louisiana's core, general studies, and honors/college preparatory curricula with similar curricula offered in other states. Since Louisiana's proposed curricula are delineated in the form of specific courses and course options, comparisons were limited to those states with similar methods of designating their curricula content. The results of those comparisons formed the bases for the conclusions that follow.

Conclusions

The following conclusions were reached as a result of this study:

- Louisiana's current high school graduation requirements are more comprehensive and more stringent than those in place in most other states across the country, particularly in the area of mathematics.

- The types of curricula being considered for Louisiana (core, general studies, and honors/college preparatory) appear to be appropriate for meeting the needs of the majority of the state's high school students; however, in terms of their presently proposed content, these curricula, taken alone, do not appear to address the full intent inherent in the passage of HCR 110.

    - The courses delineated within these curricula are essentially the same ones that had been available to students prior to HCR 110;

thus, no new alternatives are being suggested for meeting the needs of the noncollege-bound (as specified in HCR 110).

- When compared to multiple curricula offered in other states, Louisiana's core curriculum more closely resembles other states' college preparatory curricula, than their core curricula. Thus, it would appear that Louisiana's basic high school graduation requirements are actually designed for college-bound, rather than for all secondary students.

Recommendations

The following recommendations are offered on the basis of this study:

- Louisiana's current high school graduation requirements should be reviewed in terms of the stringency of the courses prescribed, particularly in mathematics, where little similarity was found with the requirements specified in this area in other states.

- If the graduation requirements review results in adjustments in the mathematics area such that the resulting requirements are more consistent with those prescribed in other states, then the following recommendations are offered subsequent to those adjustments:

  - The proposed general studies and honors/college preparatory curricula, both inclusive of the core requirements, should be redefined on the basis of the adjustments made in the overall graduation requirements; as such, these curricula should then be offered to all high school students in the state on a selection basis in accordance with both student interests/aspirations and abilities/competencies.

  - Development of a third curriculum model, also inclusive of the core requirements, should be considered to provide additional opportunities for meeting individualized needs of both college and noncollege-bound students. This model could be defined as an applied studies curriculum with multiple strands that would enable students to pursue interests in such diverse areas as business, marketing, health occupations, communications, personal services, music/dramatic arts, computer science, and engineering.

- If no adjustments are made in the graduation requirements as a result of the suggested review, then the following alternative recommendations are proposed:

  - The general studies and honors/college preparatory curricula, as currently proposed, and both inclusive of the present core requirements, should be offered to all high school students in the state on a selection basis in accordance with both student interests/aspirations and abilities/competencies.

  - A third curriculum model, perhaps in the form of an applied studies curriculum, should be developed. This model would still

encompass the basic core requirements, but would do so in the form of applied courses, especially in the area of mathematics. Such a curriculum would allow for greater individualization in meeting the needs of all students, but particularly those of the noncollege-bound. Multiple strands incorporated into this curriculum could enable students to pursue interests in such diverse areas as business, marketing, health occupations, communications, personal services, music/dramatic arts, computer science, and engineering.

- A second phase of this study should be commissioned to gather any additional information needed by the Multiple Curriculum Committee in response to the results of this study and the action subsequently taken by the Committee as it completes its work in response to HCR 110.

- Plans should be developed for initiating a longitudinal study to assess the impact and effectiveness of the curriculum system implemented subsequent to the completion of the work of the Multiple Curriculum Committee.

1

INTRODUCTION

Background

During the 1985 Regular Session of the Louisiana Legislature, House Concurrent Resolution No. 110 (HCR 110) was passed requesting that the State Board of Elementary and Secondary Education (BESE) study the need for and potential effects of a multiple curriculum system in Louisiana's elementary and secondary public schools.* The Board was directed to report the results of this study to the Joint Committee on Education prior to the 1986 Regular Session. Included in the report were to be recommendations of how such a curriculum plan could best be implemented.

In response to this request, a 19-member Multiple Curriculum Study Committee was appointed by BESE with the Board President as its chairperson. Seven meetings were held between July 10, 1985, and March 3, 1986. An interim report detailing the activities and suggestions of the Study Committee was presented to the Elementary/Secondary Education Committee of BESE at its March 25, 1986 meeting. In that report, the Multiple Curriculum Committee stated that Louisiana currently has a type of multiple curriculum system in that a wide variety of courses are available to meet the varied needs of students. Additionally, the Committee proposed that a core curriculum encompassing the basic graduation requirements be prescribed for all students, and that two additional curricula, a general studies and an honors curriculum, both inclusive of the core, be provided.

* Effective for incoming freshmen in 1983-84, BESE established a single, undifferentiated curriculum that required 22.5 credits for high school graduation. An additional one-half credit requirement was added the following year so that the total currently prescribed is 23 credits.

The Elementary/Secondary Committee received the report, but no action was taken except to reject the recommendation of the Multiple Curriculum Committee to hold public hearings. In place of the hearings, the Elementary/Secondary Committee recommended that BESE direct the State Department of Education to conduct a survey to solicit additional input on issues identified in the interim report of the Multiple Curriculum Committee. Responsibility for developing this survey was subsequently given to the Evaluation Section within the Department's Office of Research and Development.

The results of the interim report were also presented to the Joint Committee on Education of the Louisiana Legislature prior to the 1986 Regular Session. At the request of the chairperson representing the Multiple Curriculum Committee, the work of that Committee was extended for a second year by HCR 112 of the 1986 Regular Session in order for the additionally requested survey information to be collected. The final report of the Committee is thus scheduled for presentation prior to the 1987 Regular Session of the Legislature.

Scope of the Study

The wording of the initial resolution (HCR 110), combined with correspondence sent to the Multiple Curriculum Committee by a member of the Louisiana House of Representatives, indicate that the intent of HCR 110 was to advise BESE of curriculum inequities in the elementary and secondary schools in Louisiana, and to call for a study that would both examine these inequities, and propose alternatives for their resolution. The primary focus of HCR 110 appears to be on the academic preparation of noncollege-bound high school students and on the necessity for exploring

avenues for better meeting the needs of these, as well as all other students. In the Legislative's request that BESE study the need for and potential effects of multiple curricula, the implication is that such a system does not currently exist in Louisiana, but that its potential merits for Louisiana's public schools should be carefully scrutinized. The resolution uses the phrase "multiple curriculum" in general terms, and does not prescribe any one curriculum or set of high school standards. Instead, it calls for the exploration of all viable alternatives for addressing the needs of the broad range of students in the elementary and secondary schools of the state.

In reaction to the language of HCR 110 and to discussions with members of the Multiple Curriculum Committee, this study was designed to focus primarily on data reporting the current status of multiple curricula and associated issues at the national, state, and local levels. Extensive literature reviews, combined with indepth telephone interviews with Department of Education personnel in each state and the District of Columbia were conducted to provide baseline data to assist the Multiple Curriculum Committee in its work.

Purpose of the Study

The purpose of this study is to provide information to the Multiple Curriculum Committee to facilitate the subsequent identification and/or development of viable high school curriculum models for Louisiana's public schools. It is recognized that the final model selected could be that which is currently in place. In order to accomplish this purpose, the study first seeks to provide an overview of the high school graduation requirements currently in place across the country. Next, the effort is directed toward

the identification and description of the various components of the curriculum models in place, both past and present, in the nation's schools. The data that result from these steps are then aggregated to provide a national perspective on high school graduation requirements in the United States. Finally, the study draws on all available information to develop a decision table explicating the issues surrounding each curriculum model, and detailing the steps to be taken in the selection of those curriculum choices most suited to meeting the needs of Louisiana's secondary school students.

Basic Definitions

In order to ensure consistency in the interpretation of data presented in this report, specific definitions must be given for the major concepts discussed. "Core curriculum," as used in the collection and interpretation of data gathered in this study, is defined as a group of common courses and/or course content required of all students as a prerequisite to high school graduation. In general this core alone does not encompass the total credit requirement for graduation. "Multiple curriculum" was specified by the Multiple Curriculum Committee to mean "different courses of study, connected by some common courses, all leading to completion of high school." As used in this report, however, a broader definition was invoked in which the "common course connection" was not an essential requirement. This less restrictive meaning was needed because it was consistent with the variety of interpretations of the multiple curriculum concept encountered in the national survey.

Evaluation Questions

The major evaluation questions addressed in the conduct of this study include the following:

1. What is the nature and extent of the high school graduation requirements currently in place across the United States?
2. What are the characteristics of the various curricula currently being offered in the nation's schools?
3. What are the general admission requirements for the public colleges and universities across the United States?
4. What secondary education curriculum models emerge for consideration by educational policy makers in Louisiana?

Audiences

This study was conducted by the Evaluation Section of the Office of Research and Development at the request of State Board of Elementary and Secondary Education Multiple Curriculum Committee. Funding for the study was secured through Federal ECIA Chapter 2 sources. The purpose of the study is to provide information to the Committee to assist BESE in responding to the HCR 110 request that the issue of multiple curricula be examined, and its viability carefully considered, for Louisiana's public schools. In response to this request, the primary audiences targeted for this report have been identified as:

- The Multiple Curriculum Study Committee
- The State Board of Elementary and Secondary Education
- The State Superintendent of Education and his Cabinet
- The Department of Education Office of Academic Programs
- The Joint Legislative Committee on Education
- The State ECIA Chapter 2 staff
- The Federal ECIA Chapter 2 staff

2

REVIEW OF RELATED LITERATURE

Introduction

The concept of multiple curricula is one that has received widespread attention in recent years. Potentially a major vehicle for the realization of many of the efforts embodied in the educational reform movement, it is an issue that cannot be viewed in isolation from the much broader context within which high schools exist and operate. However, any indepth study of the concepts inherent in the multiple curriculum issue cannot be conducted without first developing a clear consensus relative to the overriding goals of public education. Without the specific direction provided by such goals, any attempt at evaluating the relative merits of a given curriculum model would be a meaningless exercise. Thus, a historical review of the evolution of today's educational system is presented as background information preliminary to the study.

Literature Review

Secondary schools in the United States initially arose to prepare the academically elite for college, many specifically for the ministry. The curriculum was demanding and highly specialized; and, as a result, few attended. Students generally moved on only after demonstrating mastery of the required work.

In the early 1900's, mandatory attendance laws and the emerging belief that schools should serve all students, began to swell public school enrollments. In an effort to impose organization on an expanding

educational system, students were grouped by age and moved through in lock-step fashion, one result of which was social promotion.

Prevailing social and political trends since that time have given birth to numerous reform movements in education. During educationally conservative times the emphasis has been on academic achievement, curriculum, and discipline. The focus during more liberal times was on equity for the disadvantaged and the need to expand the role of the school (Toch, 1984).

During the late 1950's, and throughout most of the 1960's, the theme of educational reform was one of rising to meet the challenge posed by Soviet technology. Our best and brightest were urged to direct their efforts toward mathematics, science, and foreign languages, and incentives specifically designed to lure teachers into those areas were in abundance. The late 1960's and most of the 1970's were more liberal times; the result was a shift in the focus of educational reform to addressing the plight of the disadvantaged. In response, a multitude of federal programs emerged to provide services to the economically deprived (Title I, Head Start, etc.) and the handicapped (through special education programs). Additional efforts were directed toward the enhancement of vocational programs. In general, earlier and broader-focused schooling, along with an increased emphasis on relevance, were the pervasive themes of this turbulent period.

The educational reform movement of today represents a shift back to that observed during the more conservative post-Sputnik era. Again the demand is that schools hold all students to higher standards, and that social promotion, initially implemented for reasons of expediency, come to an end. According to Michael Kirst of Stanford University, during the 1980's the Japanese Toyota replaced Sputnik as the symbol of America's

inability to compete. However, unlike the narrow focus of the 1950's and 1960's, today's reformers are urging that all be held to higher standards of performance. The primary reason given for this extensive accountability is that such standards are needed to ensure that all students are adequately prepared to meet the demands of an increasingly complex world.

This current reform movement has become synonymous with excellence--or at least the expectation of excellence--for all. While there is much evidence that increased expectations can lead to improved student performance, there are also considerable data indicating that raising standards can result in further academic stratification and cause more school failures (McDill, Natriello, and Pallas, 1985).

This potentially negative impact of increased standards is reiterated in a recent report by the Association for Supervision and Curriculum Development, entitled With Consequences for All (1985), which states that the nationwide push toward raising high school standards could make a "bad situation worse" for students at the bottom of the class. The report questions whether real improvement can result from the "flood of mandates" handed down from state legislatures. Electives are being squeezed out by the academic subjects, with the result being that few students will have the opportunity to experience specialized courses outside of the core subjects. The report goes on to say that teachers facing more low-achieving students in academic classes will either have to simplify such courses, or (if they elect to maintain standards) hand out discouraging grades to increasing numbers of students. If the courses are diluted, the top achievers will go unchallenged. On the other hand, if standards are maintained, the low achievers will be overwhelmed and frustrated. According to the report, the

result may be a "shriveling up" of the chances for success among significant numbers of minority, foreign-born, disadvantaged, and handicapped students.

While most educators agree that increased expectations can result in improved performance, they are also quick to point out that such performance cannot be realized unless all are assured of having an equal opportunity to meet the new standards. However, as of late, little attention has been focused on how to provide such a guarantee: that all students will have a fair chance to attain the higher standards expected of them. Simply imposing higher standards does not ensure that such performance levels will be reached. According to John Goodlad (1985), assuming this is comparable to "moving the high jump bar up from four to six feet without giving any additional coaching to the youth who were not clearing the bar when it was set at four feet," (p. 270). In the absence of such equal opportunity guarantees, increased expectations will lead to increased frustration, and the gap between the educational "haves" and the "have-nots" will widen. Dropout rates will increase, with the result being a growing segment of the citizenry lacking in the necessary training to function in an increasingly complex world.

According to an article in Phi Delta Kappan (Toch, 1984), one reason for the lack of attention to guaranteeing equal opportunity may be that most of the current reformers are lawmakers, not educators. The focus has thus been on rewriting regulations such as those governing the length of the school day, the length of the school year, the cutoff scores on competency tests, and high school graduation requirements. According to the article the real emphasis during this period should have been on addressing the much more complex issues of determining the actual content of courses in the newly prescribed core curriculum, and, perhaps even more importantly,

specifying how that content should be taught. In a recent NASSP Bulletin (March 1986), Harkins concurs with this point of view and calls upon schools to do more than just implement new course requirements. He feels that the emphasis should actually be on the translation of the new requirements into new and different ways to challenge all students, to interest them, to truly tap their potential, and, as a result, to prevent them from dropping out. According to Harkins, higher standards should not only mean more courses, but, perhaps more importantly, better courses that concurrently challenge students and offer them a reasonable chance of success.

In an effort to meet the challenge posed by this "equal opportunity" issue, many states have taken steps to replace such liberal practices as social promotion with promotion based on academic progress. Statewide testing programs tied to promotion/retention decisions have been implemented in increasing numbers in recent years. When conducted in tandem with remedial programs for those who need additional time and assistance to master the prescribed higher standards, such efforts have yielded promising results.

We, as Americans, have repeatedly said, through the annual Gallup polls, that we want our secondary schools to be comprehensive in function, and to focus on the production of (1) enlightened citizens, (2) productive workers, and (3) lifelong learners. If our goal is to remain one of universal secondary education, then, according to John Goodlad (1985), the high school should be viewed as a terminal institution, and as such it should be regarded as the final chance to give everyone the general education that our goals imply we want them to have. In order to maximize the potential impact of that final chance, we must strive to guarantee that all of our students will be afforded an equal opportunity to master the

higher standards we expect of them. Simply increasing requirements without providing the adequate preparatory and support mechanisms will, in most cases, have the reverse effect, and could seriously jeopardize the attainment of the very goals toward which such efforts are directed.

The question now facing educational reformers in Louisiana, as well as in many other states, is how to guarantee that all students will be afforded an equal opportunity to attain the higher standards we expect them to meet. Some steps have already been taken, but were they the right steps, have they had their intended effect? The very passage of Louisiana's HCR 110 implies that such equal opportunity guarantees are not presently available to all of the state's high school students. Whether the implementation of multiple curricula in the state's schools will satisfactorily address this problem is a question that educational policy makers must now carefully consider. It is hoped that the information presented in this report will facilitate the resolution of that most important dilemma.

3

METHODOLOGY

Data Sources

Data used in the conduct of this study were gathered from two primary sources. Background material was collected concurrently through periodic reviews of current educational literature and reviews of the working papers of the Multiple Curriculum Committee. Additionally, discussions were held with members of the committee to supplement and verify this information. The second data source was Department of Education personnel in each of the 50 states and the District of Columbia. Detailed, state-specific information relative to high school graduation requirements and related multiple curricula issues was provided through indepth interviews with these individuals.

Description of Data Collection Instruments

The primary instruments developed specifically for this study were detailed interview forms used in soliciting information concerning graduation requirements and other multiple curriculum issues from Department of Education personnel across the country. Three versions of the instrument were developed (Forms A, B, and C) to coincide with the level(s) from which high school graduation requirements could be prescribed. Form A was designed for collecting data from states in which all such requirements were prescribed from the state level. Form B was applicable when graduation requirements were strictly locally determined. For states in which a combination of state and locally determined requirements prevailed, Form C was used. Copies of these instruments are included as Appendices A, B, and C of this report.

All versions of the instrument solicited comparable information about the nature and extent of the graduation requirements in each state. The prevalence and content of tests administered as a prerequisite to high school graduation were probed. Detailed information was requested concerning the curriculum structure in each state. The extent to which multiple curricula were in place across the country was examined, as were the specific components of the more prevalent types of curricula. Additional information was collected concerning diploma variations, college admission requirements, and the incidence and content of college remedial or developmental programs.

Procedures

The official startup date for this study was December 1, 1986. At that time two independent literature reviews were conducted to gather background information relative to high school graduation requirements, multiple curricula, diploma options, and other related issues. Based on this information, as well as information gleaned from the working papers and discussions with members of the Multiple Curriculum Committee, a study design was drafted and presented to the committee. Drafts of the proposed data collection instruments were also shared, and input was solicited in terms of the information needs of the committee. A working subcommittee was formed to further explore those specific needs with the evaluation team.

Recommendations received from both the full Multiple Curriculum Committee and the subcommittee resulted in the development of the three versions of the state level interview form described earlier. It was determined that, to facilitate the actual collection of the interview data, a preliminary telephone call would be placed to each State Department of

Education to first, identify the individual with primary responsibility in the area of high school graduation requirements, and then, to determine whether such requirements were set at the state level, local level, or both. Upon receipt of this information, the identified individual was asked to participate in the study. Agreement to participate was immediately followed by a confirmation letter from the Evaluation Section with the specific date and time designated by the participant for the interview, as well as a copy of the form appropriate for that state or district. These scheduling activities were conducted during the month of December.

Prior to full-scale implementation of the nationwide survey, the proposed data collection instruments were piloted with a few states, and revisions were made. The telephone interviews with personnel from all 50 states and the District of Columbia were conducted from December 22, 1986 through February 3, 1987. Three members of the professional staff of the Evaluation Section and two from the Bureau of Research conducted the interviews, which ranged in duration from approximately 20 minutes to more than an hour, depending on the detail associated with the graduation requirements and other pertinent issues. In numerous instances, printed material was forwarded to the Evaluation Section by the contact person interviewed in order to supplement the interview information.

Categorization, and the subsequent aggregation, of the collected data was begun immediately upon completion of the first few interviews. It was critical that limits be defined as soon as possible to ensure that the information being collected was both appropriate and adequate to address the issues in question. Additionally, in order to ensure the accuracy of the data that would eventually appear in the report, drafts of the summary information presented in Appendices D and E, along with detailed

explanations as to how these data were categorized were forwarded during mid-February to each state and local contact person interviewed for verification. The interviewees were asked to call the Evaluation Section within one week after receipt of the information in the event that discrepancies were noted. This verification step was critical in the overall study because the nature of the data, along with the sheer volume collected, was such that numerous "judgment calls" had to be made in order to provide a quantifiable overview of graduation requirements and multiple curricula trends across the country. Copies of all correspondence with survey participants are included as Appendix F.

Data Analysis Procedures

The data collected through the national interviews were compiled on the basis of the themes that emerged. By design, no preconceived structure was used to aggregate the data because it was important that the results of the study be reflective of the "real world" in terms of current multiple curricula offerings in the nation's schools. As a result, some variations in the depth of information provided by each state will be apparent, particularly for those with considerable local autonomy in setting high school graduation requirements. In some cases, follow-up telephone calls were placed to local education officials in an attempt to gain further insights into the requirements most prevalent in those states. In all instances, sincere appreciation is expressed for the graciousness and professionalism with which the state and local education personnel provided the requested information. These interview data, along with the considerable research uncovered through the literature reviews, are presented in Chapter 4 of this report.

4

PRESENTATION OF THE DATA AND DISCUSSION OF THE RESULTS

Introduction

The data presented in this chapter were gathered primarily through telephone interviews with Department of Education personnel in each of the 50 states and the District of Columbia. This information is supplemented by additional printed material forwarded by those individuals, along with relevant findings from current educational literature. The results are organized with respect to the four major evaluation questions addressed in the study.

Evaluation Question 1: What is the nature and extent of the high school graduation requirements currently in place across the United States?

Level From Which Requirements Are Set

Information gathered through the nationwide telephone surveys relative to whether high school graduation requirements are prescribed from the state level, local level, or both, is shown in Table 1. As illustrated, in the 50 states and the District of Columbia, two states (4%) prescribe all high school graduation requirements solely from the state level, whereas four (8%) set all such requirements solely from the local level. The District of Columbia is included in the "local only" designation although its single education unit actually serves as both the state and local standard-setting authority. In the majority of states (45, or 88 percent) both state and local responsibility is assumed for this standard-setting activity. In

Table 1. Statewide High School Graduation Requirements: Level at Which Set
N=51[a]

	Level	Number of States	Percentage of States
I.	State level only	2	4%
II.	Local level only[b]	4	8%
III.	Both state and local levels	45	88%
	Total	51	100%

[a] Includes the District of Columbia.
[b] In the District of Columbia, a single education agency actually serves as both the state and local education department.

these 45 states, the locally prescribed requirements generally encompass and extend beyond these specified at the state level.

Characteristics of Graduation Requirements

The specific characteristics of high school graduation requirements in states with both state and local standard-setting responsibility are shown in Table 2. Among the 45 states with such combined authority, the State Board of Education is the agency most often responsible for setting standards prescribed from the state level (in 27 states or 60 percent). Both the State Legislature and the State Board are responsible for setting state level graduation requirements in seven states (16%), while sole responsibility rests with State Legislatures in six states (13%).

Not illustrated in Table 2 are the graduation requirement characteristics of the two states with exclusive state authority and the four states with complete local autonomy. In the former category, the State Board of Education is responsible for setting those state standards in both states. The issue does not apply in the four states with total local autonomy.

In the second section of Table 2 is an approximation of the extent to which the local school systems in these 45 states with shared state and local authority prescribe their own graduation standards. As illustrated, not all local systems in such states choose to exercise that authority. In almost half of these states (22, or 49 percent) such local graduation requirements are prescribed by all or almost all of the local systems. In seven (16%) of the 45 states, approximately half of the local systems set standards. In 13 percent (six states), fewer than half of the systems set local requirements, while very few systems do so in five states (11%).

Table 2. Characteristics of High School Graduation Requirements Set From Both State and Local Levels
N=45

	Number of States	Percentage of States
I. State agency that sets statewide graduation requirements:		
A. State Legislature	6	13%
B. State Board of Education	27	60%
C. State Department of Education	0	0%
D. State Legislature and State Board	7	16%
E. State Legislature and State Department	1	2%
F. State Board and State Department	2	4%
G. State Legislature, Board, and Department	2	4%
II. Approximate number of local systems within these states with their own prescribed high school graduation requirements:		
A. Very few	5	11%
B. Less than half	6	13%
C. Approximately half	7	16%
D. More than half	4	9%
E. All or almost all	22	49%
F. Don't know	1	2%
III. Nature of local graduation requirements:		
A. Set by local school board	45	100%
B. Generally extend beyond state prescribed requirements	45	100%

Among the four states with complete local autonomy (not illustrated), all or almost all of the systems in all 4 states have locally prescribed requirements.

In all 45 states with both state and local standard-setting authority, local graduation requirements (when prescribed) are always set by local school boards. This is also the case in the four states with complete local autonomy.

Graduation Testing

Information concerning the extent and nature of exit testing as a requirement for high school graduation is presented in Table 3. As illustrated, among the 45 states with both state and local standard-setting responsibility, 16 (36%) do have, or soon will have, such tests in place. Of the 16 states with required graduation tests, 14 (88%) prescribe such tests from the state level; the other two (12%) mandate these tests locally.

The content areas most often addressed by these tests are English/reading (by 94 percent of the states administering such tests), mathematics (by 88 percent), social studies (by 38 percent), writing (by 31 percent), and science (by 25 percent). The exit tests are most frequently first administered in the 10th grade (in six, or 38 percent of the states with exit tests). In 25 percent (four states), the test is first given in the ninth grade; the 11th grade is the choice in 19 percent (three states). In one state, New York, various test components are given at different grade levels. Remediation is available in 15 of the 16 states (94%) with graduation tests; retake opportunities are provided in all 16.

The two states with complete state level responsibility for setting graduation requirements both administer exit tests addressing

Table 3. High School Graduation Testing Among States With Both State and Locally Prescribed Graduation Requirements
N=45

	Number of States	Percentage of States
I. Relative frequency of occurrance (N=45):		
A. Prescribed from state level	14	32%
B. Prescribed from local level	2	4%
C. No graduation test requirement	29	64%
II. Content areas generally addressed (N=16):		
A. English/reading	15	94%
B. Mathematics	14	88%
C. Science	4	25%
D. Social studies	6	38%
E. Writing	5	31%
F. Computer literacy	1	6%
G. Vocational education	1	6%
III. Grade level at which exit test first given (N=16):		
A. 9th grade	4	25%
B. 10th grade	6	38%
C. 11th grade	3	19%
D. 12th grade	1	6%
E. Components given at different grade levels	1	6%
F. Undetermined; still being developed	1	6%
IV. Availability of remediation opportunities (N=16):		
A. Provided	15	94%
B. Not provided	1	6%
V. Availability of retake opportunities(N=16):		
A. Provided	16	100%
B. Not provided	0	0%

English/reading, mathematics, science, and social studies. One state includes material in the areas of health and problem solving. The test is first given in the ninth grade in one state, and at the 10th grade level in the other. Remediation and retake opportunities are provided in both states. Among the four states with local autonomy, exit tests are generally given at the discretion of local districts.

Component Graduation Requirements

Specific aspects of the high school graduation requirements mandated in states with mixed state and local responsibility for setting such standards are shown in Tables 4-6. Table 4 presents the overall mandates, while Tables 5 and 6 explicate the total and content area credit requirements, respectively.

As illustrated in Table 4, all 45 states prescribe the total number of credits required for high school graduation; 43 of the 45 (96%) also specify the number of credits required in each content area such as four credits in English, three in mathematics, etc. In 60 percent (27 states), course options (from among a specified list of courses) and/or content (such as one credit in a physical science or one in a life science) from which credits in one or more areas must be selected are prescribed. Specific courses like English I or American history that must be taker by all students are delineated in 32 states (71%).

In the two states with complete state level standard-setting authority, as well as in the four states with local autonomy, both the total credits required for graduation and number required in each content area are mandated. However, whereas the course options and specific courses are

Table 4. Mandated Components of High School Graduation Requirements Among States With Both State and Locally Prescribed Standards
N=45

	Number of States	Percentage of States
I. Total number of credits required for graduation	45	100%
II. Credits required by content area	43	96%
III. Course options from which required credits must be selected (in one or more content areas)	27	60%
IV. Specific core courses that must be taken by all students (in one or more content areas)	32	71%

prescribed in both states with state level authority, such is the case in only one of the four local autonomy states (25 percent for each).

Overall Credit Requirements

The range of total credits required for high school graduation in states with shared state/local responsibility is illustrated in Table 5. The range of credits required for graduation is from 13 (with local additions) to 24 credits. The most frequently mandated minimum is 20 credits (by 29 percent of the 45 states). Second in relative frequency is 21 credits required by 16 percent. It should be noted that in many instances the number of required credits reflects only the basic credit minimum; many local systems add their own requirements to this minimum. This is particularly true of the lower range of required credit totals. With the wide variations in such local requirements that are generally added to this minimum, it would appear that the reported mean of 19.4 credits across these 45 states is probably lower than what would be observed if data concerning the supplemental local credit totals could be obtained.

In the two states with complete state responsibility for graduation standard-setting, the minimum overall credit requirement is 20 units. Among the four states with local control, one reported an average of 20 required units, one requires 20.5, and the third indicated a 21.1 credit average. In the fourth state, no statewide average was available.

Content Area Credit Requirements

The content area credit requirements among the 45 states with shared state and local standard-setting authority are illustrated in Table 6. In English, four units are most frequently prescribed (by 73 percent of the states), followed by three units required by 20 percent. Two units are most

Table 5. Overall Credit Requirements Among States With Both State and Locally Prescribed Graduation Requirements
N=45

	Number of States	Percentage of States
I. Total credits required for graduation		
A. 13 credits (plus additional local requirements)	2	4%
B. 14.5 credits	1	2%
C. 16 credits	5	11%
D. 17 credits	1	2%
E. 18 credits	4	9%
F. 18.5 credits	1	2%
G. 19 credits	2	4%
H. 19.75 credits	1	2%
I. 20 credits	13	29%
J. 21 credits	7	16%
K. 22 credits	4	9%
L. 23 credits	2	4%
M. 24 credits	2	4%
	Mean	
II. Mean overall graduation credit requirement =	19.4 credits	

Table 6. Content Area Credit Requirements Among States With Both State and Locally Prescribed Graduation Standards
N=45

Number & Percentage of States Requiring the Indicated Number of Credits in Each Content Area

Content Area	5 credits N	5 credits %	4 credits N	4 credits %	3 credits N	3 credits %	3/2[a] credits N	3/2[a] credits %	2.5 credits N	2.5 credits %	2 credits N	2 credits %	1.5 credits N	1.5 credits %	1.25 credits N	1.25 credits %	1 credit N	1 credit %	1/0[a] credits N	1/0[a] credits %	.5 credits N	.5 credits %	Exposure (0 credit) N	Exposure (0 credit) %	Not required N	Not required %	Local option N	Local option %	Mean No. of Credits*
I. English	1	2%	33	73%	9	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	4%	3.8
II. Math	-	-	-	-	8	18%	2	4%	-	-	31	69%	-	-	-	-	2	4%	-	-	-	-	-	-	-	-	2	4%	2.1
III. Science	-	-	-	-	3	6%	2	4%	-	-	31	69%	1	2%	-	-	4	9%	-	-	-	-	-	-	-	-	2	4%	1.8
IV. Social Studies	-	-	1	2%	21	47%	-	-	5	11%	14	31%	1	2%	-	-	1	2%	-	-	-	-	-	-	-	-	2	4%	2.6
V. Health & PE	-	-	1	2%	-	-	-	-	1	2%	9	20%	7	16%	1	2%	17	38%	-	-	2	4%	-	-	3	7%	4	9%	1.4
VI. Computer Literacy	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	2%	-	-	5	11%	10	22%	26	58%	3	7%	0.6
VII. Fine/Applied Arts	-	-	-	-	-	-	-	-	-	-	2	4%	1	2%	-	-	6	13%	3	7%	4	9%	-	-	26	58%	3	7%	1.0
VIII. Foreign Language	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	9%	-	-	-	-	38	84%	3	7%	1.0

[a]Indicates that a choice is offered in terms of credits required among two or more content areas (For example, 5 total credits may be required in math and science combined, such that 2 credits are specified in either one, with 3 in the other.)
[b]States in which local option was specified were excluded from this mean computation.

often specified in mathematics (by 69 percent), while 18 percent require three units. In science, 31 states (69%) prescribe two credits; nine percent require one credit. Three credits are most often required in social studies (by 47 percent of the 45 states), with 31 percent specifying two credits. One credit is most often specified in health and physical education (by 38 percent); nine states (20%) require two credits in this area. Computer literacy is prescribed infrequently, as evidenced by the 36 states (80%) that have no credit requirement in this area. However, 10 of these states (22 percent of the 45), do require exposure to computers within the context of various other content areas. One credit in fine/applied arts is required by six states (13%), but 58 percent have no credit requirement in this area. Foreign language is prescribed as a course option for one possible credit in four states (9%), but 84 percent have no specified foreign language requirement.

The mean number of credits prescribed in each content area is shown in the last column of Table 6. As illustrated, the greatest number of prescribed credits is in English (3.8). Social studies is next with an average of 2.6 credits prescribed. Mathematics, with a 2.1 credit average follows, with science next at 1.8 credits. An average of 1.4 credits is required in health and physical education. Among the states that have credit requirements in fine/applied arts or foreign language, an average of 1.0 credit is prescribed. In computer literacy, a mean of 0.6 units are specified among the states that have credit requirements in this area.

A state-by-state breakdown of the prescribed high school graduation requirements in each content area is presented in Appendix D. Included are those states in which such requirements are specified strictly at the state level (2 states), as well as those with complete local autonomy (4 states).

Summary

In the majority of states (88%), high school graduation requirements are prescribed from both the state and local levels. Two states exercise total state authority, and four have complete local responsibility. The State Board of Education is generally the agency responsible for setting state standards. In 22 of those 45 states, all or almost all of the local systems prescribe their own supplementary graduation requirements. In all 45 states the local standards are set by the local school board and generally extend beyond the state prescribed requirements.

Graduation exit tests are mandated by 16 of the 45 states (36%) with state and local standard-setting responsibility. Fourteen prescribe these tests from the state level; the other two do so from the local level. Such tests are also mandated by the two states with complete state level standard-setting authority; such tests are not widely prescribed in the four states with total local responsibility.

The content areas most frequently addressed in the exit tests are English/reading, mathematics, social studies, writing, and science, in that order. Such tests are most often first administered in the 10th grade. Retake opportunities are always provided, while remediation is generally available.

Overall graduation credit requirements are prescribed in all 45 states with combined standard-setting authority, with 43 of those specifying such requirements by content area as well. The total credits required for graduation ranged from 13 to 24, with 20 credits the number most frequently prescribed. The credit mean among these 45 states was 19.4, but, in a number of instances, no figures were available concerning additional locally

prescribed requirements. By content area the mean credits specified were 3.8 in English, 2.6 in social studies, 2.1 in mathematics, 1.8 in science, and 1.4 in health and physical education. Very few states require credits in fine/applied arts, computer literacy, and/or foreign language.

Evaluation Question 2: What are the characteristics of the various curricula currently being offered in the nation's schools?

Core Curricula

As part of the nationwide survey, representatives from each state and the District of Columbia were asked to provide information relative to the extent to which core curricula in the form of specific courses, course options, and/or content were required of all high school students in their respective states/districts. Responses to these inquiries are shown in Section I of Table 7. As illustrated, among the 45 states with combined state and local standard-setting authority, 41 (91%) prescribe specific core curricula within the total framework of high school graduation requirements. Twelve of those 41 states require specific courses/options/content in four or more areas; the other 29 have such requirements in fewer than four areas. In the remaining four states considerable variation exists such that statewide generalizations are not possible. Both states with state level standard-setting authority offer core curricula, but no generalizations are possible in the three states with total local control. In the District of Columbia, however, a core is prescribed.

Multiple Curricula

Information concerning the relative frequency with which multiple curricula are offered in addition to, or in place of, a specific core is

Table 7. Core and Multiple Curricula Availability Among States With High School Graduation Requirements Prescribed From Both the State and Local Levels
N=45

	Number of States	Percentage of States
I. Extent to which core curricular are offered (N=45):		
A. In four or more areas (comprehensive)	12	27%
B. In fewer than four areas (minimal)	29	64%
C. Local option; cannot generalize across state	4	9%
II. Extent to which multiple curricula are offered (N=32):		
A. Defined multiple curricula	15	47%
B. Unofficial multiple curricula	17	53%
III. Placement into multiple curricula upon entry into high school (N=15):		
A. Required	10	67%
B. Not required	1	7%
C. Not specified	4	26%
IV. Level from which placement into multiple curricula is required (N=10):		
A. State level	3	30%
B. Local level	7	70%
V. Students have relative freedom to move among required curricula (N=10):	10	100%
VI. Extent of movement among required curricula (N=10):		
A. Seldom	1	10%
B. Fairly often	4	40%
C. Very often	1	10%
D. Don't know	3	30%
E. Seldom upward; fairly often downward	1	10%
VII. Criteria used to determine student placement into required multiple curricula (N=10):		
A. Elementary/middle school GPA	4	40%
B. Standardized test results	3	30%
C. Proficiency/competency test results	2	20%
D. Completion of prescribed elementary/middle school courses	2	20%
E. Student interest/aspirations	10	100%
F. Teacher recommendations	4	40%
G. Locally set criteria	2	20%
H. Parental approval	2	20%
I. Counselor consultation	1	10%

shown in Section II of Table 7. Among the 45 states with both state and local authority relative to high school graduation requirements, 32 (71%) offer multiple curricula. Of those 32, 15 (47%) generally delineate such curricula in specific terms, often within publications listing the high school graduation requirements. The other 17 (53%) have unofficial definitions of these curricula in that such curricula are generally not printed for distribution. In 10 of those 15 states (67%) with defined or delineated curricula, students are required to select one of the specified curricula upon entry into high school. In one state (7%) no such selection is mandated; no data were available for the other four states with defined multiple curricula.

In the 10 states where curricula placement is mandated, the requirement is specified from the state level in three states (30%), and from the local level in the other seven (70%). In all 10 of these states students are relatively free to move from one curriculum to another as is shown in Section V of Table 7. Such movement occurs fairly often in four of the 10 states. It was pointed out by a number of the interviewees, however, that as students progressed through high school it becomes increasingly difficult to move into more stringent curricula, whereas movement to less stringent curricula remains relatively easy.

The criteria most often used as bases for placing students into specified curricula are listed in Section VII of Table 7. All of the 10 states that mandate such placement consider student interests and aspirations as a major factor. Grade point averages and teacher recommendations are the next most frequently considered factors (by 40 percent in each case).

Multiple curricula are offered in both states with strictly state level authority for setting high school graduation requirements. In one state,

students are required to select a curriculum upon entering high school, but the criteria for curricula placement are locally determined. In the other state, such curricula are unofficially defined and typically only recommended to students in accordance with expressed career interests.

In the three states (and the District of Columbia) where local autonomy is exercised in the standard-setting process, generalizations about multiple curricula are difficult to reach because of the wide variations observed across the myriad local school systems. However, in three of these states some types of multiple curricula are offered, but they are generally unofficially defined, and student placement into one or another is usually recommended rather than mandated.

Core Curricula Offerings

The nature of the core curricula offerings among all states that have core requirements is presented in Tables 8 and 9. Among the 50 states and the District of Columbia, 44 (86%) specify a core of courses or content as a requirement for high school graduation. A breakdown of the specifics of those core requirements is presented in Table 8. The table is divided by arbitrarily defined categories indicating the extent of the specified core: a comprehensive core is defined as one that delineates specifications in terms of required courses, course options, and/or content in four or more subject matter areas, whereas a minimal core is one that prescribes requirements in three or fewer areas. As illustrated in Table 8, 11 states have comprehensive cores, whereas the other 33 have minimal core requirements.

Among the 13 states with comprehensive core curricula, six (46%) specify the core requirements through a combination of three approaches:

Table 8. Nature of Core Curricula Offerings Among All States With Specified Core Curricula (N=44)

Core Curricula Specifications	Extent of Core: Comprehensive (N=13) Number of States	Comprehensive (N=13) Percentage of States	Minimal (N=31) Number of States	Minimal (N=31) Percentage of States	Total (N=44) Number of States	Total (N=44) Percentage of States
I. Content	1	8%	5	16%	6	14%
II. Specific courses	0	0%	8	26%	8	18%
III. Content and specific courses	3	23%	10	32%	13	30%
IV. Specific courses and course options	2	15%	3	10%	5	11%
V. Content, specific courses, and course options	6	46%	3	10%	9	20%
VI. Competencies/standards	1	8%	1	3%	2	5%
VII. Other	0	0%	1	3%	1	2%

content, specific courses, and course options. The most frequent method of specifying the core requirements among the 31 states with less extensive cores is through a combination of content and specific courses (by 32 percent).

A content area breakdown of the core curricula specifications among the 44 states with such curricula is presented in Table 9. As illustrated, the prevalent trend in most areas (except for social studies and health/physical education) is to specify within the core only the number of credits that must be taken in each content area. However, in both social studies (by 77 percent of the states) and health/physical education (by 59 percent), specific courses/course options are most frequently defined.

Core by Multiple Curricula Availability

The extent to which both core and additional multiple curricula are offered in the 50 states and the District of Columbia is shown in Table 10. The extent of the core curricula specifications are again divided into the previously defined categories of minimal (specific requirements in fewer than four content areas), comprehensive (prescribed requirements in four or more areas), and the combined category of no specified core/local option. The multiple curricula offerings are categorized in terms of the degree of definition (defined versus unofficial) and specified mandate (required versus recommended) associated with each. The third designation (none specified/local option) encompasses those states in which no multiple curricula are specified, as well as those in which the delineation of multiple curricula and/or the determination as to whether students should be required to select such curricula is left to the discretion of local school systems.

Table 9. Core Curricula Specifications by Content Area Among All States With Core Curricula (N=44)

Content Area	Number of States with Indicated Core Specifications											
	Content		Courses/ Course Options		Content/ Courses/ Options		Competencies/ Standards		Exposure (no credit)		Nothing Specified/ No Info	
	N	%	N	%	N	%	N	%	N	%	N	%
I. English	10	23%	13	30%	0	0%	2	5%	0	0%	19	43%
II. Math	3	7%	8	18%	0	0%	1	2%	0	0%	32	73%
III. Science	15	34%	7	16%	1	2%	1	2%	0	0%	20	45%
IV. Social Studies	8	18%	34	77%	1	2%	0	0%	0	0%	1	2%
V. Health & PE	3	7%	26	59%	0	0%	1	2%	0	0%	14	32%
VI. Computer Literacy	0	0%	4	9%	0	0%	0	0%	10	23%	30	68%
VII. Fine/Applied Arts	1	2%	9	20%	0	0%	0	0%	0	0%	34	77%
VIII. Foreign Languages	0	0%	2	5%	0	0%	0	0%	0	0%	42	95%
IX. Other	3	7%	14	32%	0	0%	0	0%	0	0%	27	61%

Table 10. Cross Tabulation of Core by Multiple Curricula Availability
N=51

Extent of Core	Structure of Multiple Curricula: Defined/ Required (N=16) N	%	Unofficial/ Recommended (N=20) N	%	None Specified/ Local Option (N=15) N	%	Totals (N=51) N	%
I. Minimal (in fewer than 4 areas: N=31)	12	39%	9	29%	10	32%	31	61%
II. Comprehensive (in 4 or more areas: N=13)	3	23%	8	62%	2	15%	13	25%
III. No core or local option (N=7)	1	14%	3	43%	3[c]	43%	7	13%
Totals	16	31%	20	39%	15	30%	51	100%

As illustrated in Table 10, among the 50 states and the District of Columbia, 31 (61%) have minimal core curricula, 13 (25%) have a comprehensive core, and seven (13%) have no core/local option in the designation of a core. Of the 31 states with minimal core curricula, 12 (39%) have specifically defined, required multiple curricula; nine (29%) have unofficial, recommended multiple curricula; and the other 10 (32%) either have no specified multiple curricula or allow local option in the designation of such curricula. Among the 13 states with comprehensive core curricula, three (23%) offer multiple curricula that are defined and required, eight (62%) have unofficial recommended multiple curricula that are recommended, and the remaining two (15%) are in the none specified/local option category. Of the seven states with no state-delineated core or where local option exists in the designation of the content of that core, one (14%) has multiple curricula that are defined or required, three (43%) have unofficial/recommended curricula, and three (43%) are in the none specified/local option group.

Multiple Curricula Offerings

An indepth examination of the specific types of multiple curricula offered by the 36 respondent states and the District of Columbia in accordance with the definition and mandate associated with each is presented in Table 11. As illustrated, 31 states (86%) offer general studies, standard, or regular curricula. Fourteen such curricula are specifically delineated and are offered in states where curricula placement is mandated upon entry into high school; 17 are unofficially described, and offered in states where curricula placement is only recommended rather than required. Usually such curricula encompass the core offerings, and, in some states,

Table 11. Multiple Curricula Offerings Among All States With Such Curricula
N=36

Type of Curriculum	Number & Percentage of States With Various Curricula: States With Defined/ Required Curricula (N=16) N	%	States With Unofficial/ Recommended Curricula (N=20) N	%	Total (N=36) N	%
General Studies/Standard/Regular	14	88%	17	85%	31	86%
College Prep/Academic	14	88%	18	90%	32	89%
Vocational/Technical/Business	9	56%	11	55%	20	56%
Honors/Advanced	4	25%	2	10%	6	17%
Remedial/Basic Program	0	0%	2	10%	2	6%
Local Option/Varied	2	12%	3	15%	5	14%

55

prescribe limited requirements beyond that core. College preparatory/ academic curricula are offered by 32 of the 36 states (89%), with 14 such curricula being defined and required, and 18, unofficial and recommended. While these curricula frequently encompass the core, they often also prescribe a number of more stringent academic course requirements in place of, and/or in addition to, that core. Twenty of the 36 states (56%) offer vocational, technical, or business curricula; nine such curricula are defined and required, and 11 are unofficial and recommended. In a number of states the vocational curriculum is offered as a variation of the general curriculum in which vocational courses are substituted for the free electives in the general curriculum.

Seventeen percent, or six states, offer honors or advanced curricula; in four of these states the content of these curricula is defined and required, in the other two they are unofficial and recommended. Honors curricula usually extend beyond college preparatory curricula in terms of the stringency and specificity of the content prescribed. Remedial or basic curricula programs are offered in two states (six percent); in both cases the curricula are unofficial and recommended. These curricula generally focus on meeting the needs of students performing below grade level. Finally, five states (14%) offer such a broad range of curricula at the option of local systems, that these are too varied to be aggregated to provide a statewide view. In two of those states the curricula are defined and required; in the other three, they are unofficial and recommended.

Among the 16 states with defined and required multiple curricula, the curricula most frequently offered include general studies, standard, or regular and college preparatory/academic programs (both are present in 88 percent of the 16 states). These same two types of curricula are also most

often found among the 20 states with unofficial and recommended multiple curricula (in 85 and 90 percent, respectively). Overall, these are the most prevalent types of curricula offered among all states with multiple curricula of any type.

High School Diploma Options

One aspect of the national survey addressed the types of high school diplomas currently offered across the country. As illustrated in Table 12, 24 (47%) of the 50 states and the District of Columbia offer only the standard high school diploma with no differentiation as to courses completed or performance exhibited, and no supplement. Multiple diplomas (generally indicative of the completion of a specific curriculum), diplomas with optional certificates, and various combinations of diploma types are offered by substantially fewer of the states (six states, or 12 percent in each case). The optional certificate reported to be available in some of these states generally indicates some type of additional achievement such as the completion of an honors program of study. Standard diplomas with transcripts, or with differentiated endorsements or seals are offered by four states each (8%).

Selected Middle/Junior High School Requirements

One question addressed the extent to which middle or junior high school curricula are preparing students for high school-level reading and mathematics courses. Respondents were asked which, if any, of the three courses/content areas (reading, consumer mathematics, and introduction to algebra) were generally required of 7th and 8th grade students in their respective states. As shown in Table 13, reading as a separate course, or

Table 12. Types of High School Diplomas Currently Offered
N=51

		Number of States	Percentage of States
I.	One standard diploma; no differentiation; no supplements	24	47%
II.	One standard diploma; accompanying transcript	4	8%
III.	One standard diploma; differentiated endorsements/ seals	4	8%
IV.	Multiple diplomas in accordance with multiple curricula	6	12%
V.	Diploma with optional certificate available	6	12%
VI.	Combinations of the above	6	12%
VII.	Don't know, strictly local option	1	2%

Table 13. Middle/Junior High School Requirements in Selected Areas
N=51

Extent to which the following are required at the 7th/8th grade level:	Nature of Requirement: Course Requirement — Number of States	Course Requirement — Percentage of States	Content Requirement — Number of States	Content Requirement — Percentage of States
I. Reading	24	47%	2	4%
II. Consumer math	0	0%	2	4%
III. Introduction to algebra	0	0%	1	2%

as a course within the language arts block, is required in 24 (47%) of the states surveyed. Reading is prescribed as a content requirement within a language arts or similar block in two states. Neither consumer mathematics nor introduction to algebra, are course requirements in any state, but consumer mathematics is a content requirement in two, and introduction to algebra is a content requirement in one.

Summary

Among the 50 states and the District of Columbia, 44 (86%) prescribe some type of core curriculum as part of their high school graduation requirements. Multiple curricula are offered in 32 of the 45 states (71%) with both state and local authority for setting graduation requirements. Of the six states with total state or total local standard-setting authority, five (83%) offer such curricula.

Defined multiple curricula are found in 15 (47%) of the 32 states with combined standard-setting responsibility that offer multiple curricula. In the other 17 states (53%), such curricula are unofficially defined, and thus less structured in terms of prescribed content. In 10 of the 15 states (67%) with defined multiple curricula, students are generally required to select one curriculum upon entry into high school, but considerable movement among curricula is allowed in all cases. The primary factor in student placement into specified curricula is student interest or aspiration.

Among the 44 states (including the District of Columbia) that offer core curricula, 13 (30%) have comprehensive core specifications, while the other 31 (70%) have less extensive core requirements. In both cases the core requirements are generally defined in terms of specific courses, course options, and basic content. A breakdown of core specifications by content

area indicates that, in most areas, only the minimal number of credit requirements is specified. However, in both social studies and health/physical education, core specifications generally include specific courses or course options.

A cross-tabulation of core by multiple curricula offerings indicates that, among the 31 states with minimal core curricula, 39 percent have defined, required multiple curricula; 29 percent have unofficial, recommended multiple curricula; and the other 32 percent either have no specified multiple curricula, or allow local option in the designation and offering of such curricula. Of the 13 states with comprehensive core curricula, 23 percent offer defined, required multiple curricula; 62 percent have unofficial, recommended multiple curricula; and the remaining 15 percent fall into the none specified/local option category.

The specific types of multiple curricula most frequently offered across the United States include general studies curricula (also referred to as standard or regular curricula), and college preparatory curricula (often termed academic curricula) by 86 and 89 percent, respectively, of the states and the District of Columbia that offer multiple curricula. Vocational/technical, and in some instances, business curricula are next in relative frequency of availability (in 56 percent of the states offering multiple curricula), followed by honors or advanced curricula (by 17 percent), and remedial or basic curricula (by six percent).

Among the various types of high school diplomas awarded across the country, the standard diploma with no differentiation and no supplements, is the type offered most frequently (by 47 percent of the states). Multiple diplomas, diplomas with optional certificates, and various combinations of diploma types issued at local option are next in relative frequency (granted

by 12 percent each). The remaining states issue standard diplomas with either transcripts or differentiated endorsements or seals (eight percent in each instance).

At the middle and junior high school level, 47 percent of the states require separate reading courses, or reading courses within language arts blocks, at the 7th or 8th grade levels; four percent have reading requirements at this level in terms of content specifications instead of specific courses within such blocks. None of the states require consumer mathematics or introduction to algebra as separate courses, but these are specified as content requirements in four and two percent of the states, respectively.

Individual state summaries of core and multiple curricula specifications, as well as key graduation requirements addressed by Evaluation Questions 1 and 2, are presented in Appendices D and E. The category designations indicated in those appendices are consistent with the ones defined in the preceding text.

Evaluation Question 3: What are the general admission requirements for the public colleges and universities across the United States?

College Admission

The relationship between high school graduation requirements and college entry criteria was examined through a series of questions on the national survey. Also included were questions relative to the availability and content of developmental or remedial programs in the nation's public colleges and universities. The results are presented in Table 14.

Among the 50 states and the District of Columbia, 34 (67%) reported that specific admission criteria beyond the high school diploma and

Table 14. College Admission Requirements and Remediation Opportunities
N=51

	Number of States	Percentage of States
I. Admission requirements among four-year public colleges and universities (N=51):		
A. No specific requirements beyond high school diploma and possible transcript	17	33%
B. Specific requirements beyond diploma and transcript	34	67%
II. Nature of admission requirements (N=34):		
A. National college entrance exam scores such as on ACT or SAT (some require specific cutoff scores)	27	79%
B. Scores on other regional or local college entrance exams (some have cutoff scores)	5	15%
C. High school GPA information (some have designated allowable GPA range)	17	50%
D. Rank in class	4	12%
E. Transcript evaluation	3	9%
F. Recommendation of high school principal	1	3%
G. Completion of a prescribed core of high school courses (N=27):	27	79%
1) Core more stringent than minimal high school graduation requirements	17	63%
2) Core same as minimal graduation requirements	6	22%
3) Stringency relative to graduation requirements is relative to selected major area	2	7%
4) No information provided	2	7%
H. Other	1	3%
III. Extent to which developmental/remedial programs offered by four-year public colleges and universities (N=51):		
A. States in which such programs are offered by:		
1) None or very few of the colleges/universities	5	10%
2) Less than half of the colleges/universities	4	8%
3) Approximately half of the colleges/universities	2	4%
4) More than half of the colleges/universities	5	10%
5) All or almost all of the colleges/universities	33	65%
6) Don't know	2	4%
B. Content areas generally addressed by such programs:		
1) English/composition	41	80%
2) Reading/study skills	42	82%
3) Mathematics	43	84%
4) Science	2	4%
5) Don't know/not applicable	5	10%

transcript are generally required for entry into most of their states' public colleges and universities. The other 33 percent (17 states) have no such requirements beyond the minimal diploma and possible transcript. When asked to specify the general nature of those admission requirements, the two criteria most frequently cited were scores on national college entrance examinations such as the ACT or SAT (some respondents stipulated cutoff scores), and the completion of a prescribed core of high school courses. Both of these criteria were cited by 79 percent of the 34 states. Next in relative frequency was information concerning high school grade point average (required by 50 percent). Some states reported that grade point average ranges were designated by some of their colleges and universities. Other criteria less often cited were scores on regional or local college entrance examinations (15%), rank in class (12%), and transcript evaluation (9%).

Among the 27 states that require the completion of a prescribed core of high school courses as a prerequisite to college admission, 63 percent (17 states) indicated that the specified core is generally more stringent than their state's minimal high school graduation requirements, while 22 percent (six states) reported that the two sets of requirements are basically equivalent in difficulty. Two states (7%) reported that the relative stringency is contingent upon the student's selected college major. No information was available for the other two states.

Developmental or Remedial Programs

The extent to which developmental or remedial programs are offered in the public colleges and universities across the country is presented in Section III of Table 14. As illustrated, 33 of the 51 states (65%),

indicated that such programs are offered in all or almost all of their public colleges and universities. Five states (10%) reported such program offerings in more than half of those institutions, while another five (10%) reported that very few, if any, of their public colleges and universities provided such programs. In four states (8%), less than half of the public institutions of higher learning offered such programs.

Where offered, these developmental or remedial programs generally address the content areas of mathematics, reading and study skills, or English grammar and composition, as reported by 84 percent, 82 percent, and 80 percent of the respondents, respectively. Science is addressed in two states within such programs.

Developmental/Remedial Program Availability by Admission Requirement Specification

In an attempt to determine whether there is a relationship between the stringency of admissions criteria and the likelihood of remediation opportunities being available in the institutions of higher education, a cross-tabulation of the reported frequency of the availability of each was performed. The results are presented in Table 15. As illustrated, among the 17 states with no specific entrance requirements, 12 (71%) provide developmental/remedial programs in all or almost all of their public colleges and universities. Of the 34 states with specific admission requirements, 21 (62%) reported that such programs are available in all or almost all of their public institutions of higher learning. Overall, 33 of the 51 states (including the District of Columbia) reported the availability of developmental/remedial programs in all or almost all of the public colleges and universities in their respective states. Only five states (10%) indicated that the availability of such programs is limited to very

Table 15. Cross-Tabulation of the Availability of Developmental/Remedial Programs by College/University Admission Requirement Specification
N=51

Specification of College/University Admission Criteria	Extent to which Developmental/Remedial Programs are Provided in the Public Colleges/Universities of each State: Provided in None/Very Few		Provided in Less Than Half		Provided in About Half		Provided in More Than Half		Provided in All/Almost All		Don't Know		Totals	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
No Specified Admission Requirements (N=17)	1	6%	1	6%	1	6%	1	6%	12	71%	1	6%	17	33%
Specific Admission Requirements (N=34)	4	12%	3	9%	1	3%	4	12%	21	62%	1	3%	34	67%
Totals	5	10%	4	8%	2	4%	5	10%	33	65%	2	4%	51	100%

few, if any, of their public higher education institutions. These results indicate that no definitive trends can be observed between the specification or nonspecification of college admission criteria versus the availability or nonavailability of developmental programs in those institutions. The results indicate that states with admission criteria (67%) are only slightly less likely to provide remedial programs (65%) than states without such criteria.

Summary

Across the United States specific public college and university admission requirements are generally in place in 34 states (67%). Such requirements focus primarily on national college entrance examination scores and the completion of a prescribed core of high school courses generally more stringent than the minimum required for graduation. In 33 of the 51 states, including the District of Columbia (65%), developmental/remedial programs are provided in all or almost all of the public colleges and universities. Such programs generally address the content areas of mathematics, reading/study skills, and English/composition.

No distinctions can be made between states with and without college admission requirements and the availability of developmental programs. Sixty-two percent of the states with specific college admission criteria reported that all or almost all of the public institutions of higher learning in their respective states offer developmental/remedial programs. Among the 17 states with no specified admission requirements, 71 percent reported such programs to be available in all or almost all of their public colleges and universities. Overall, these data indicate that, while 67 percent of the states specify admission criteria, 65 percent also provide

developmental/remedial programs. Thus, states with specific college admission criteria are only slightly less likely to offer developmental programs than states with no such admission requirements.

Evaluation Question 4: What secondary education curriculum models emerge for consideration by educational policy makers in Louisiana?

Introduction

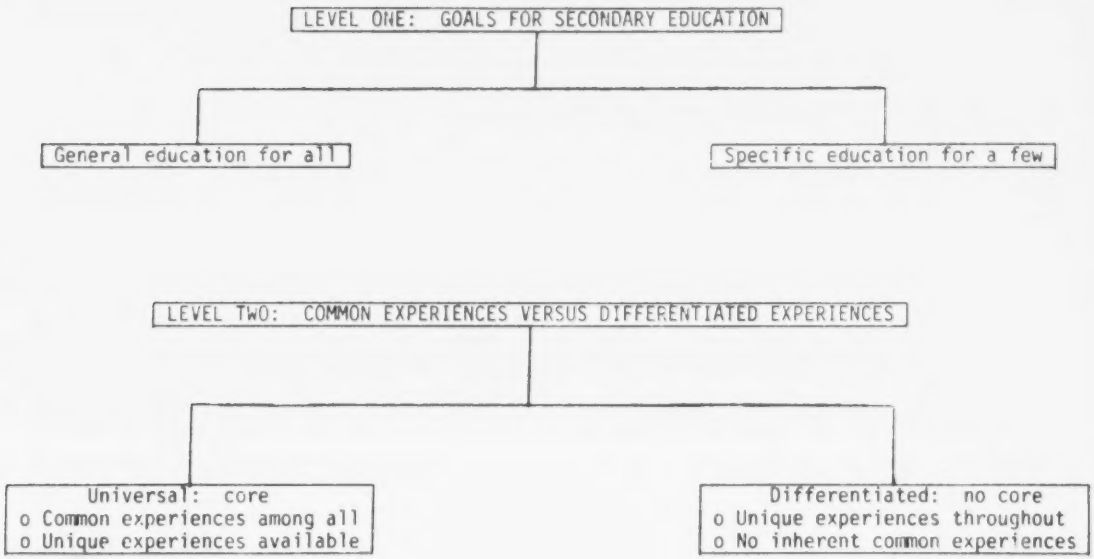
Identification and/or development of the curriculum model or models most suited to meeting the needs of Louisiana's secondary school students is an extremely difficult task, heavily dependent on the resolution of several key issues that lie at the very heart of the state's educational system. In order to provide structure to the search for the best model(s), a systematic approach based on a "decision table" concept is proposed. It is hoped that the use of such an approach will raise the most relevant questions, and subsequently lead to the identification of the most viable alternatives to be explored. Furthermore, the sequential ordering of the critical issues addressed should facilitate the iterative use of the information produced so as to enhance the efficiency and effectiveness of the overall process.

The content of the proposed decision table is illustrated in Figure 1. The questions and potential alternatives listed are by no means exhaustive; they are suggested in order to provide general structure to the curriculum model review. Though they literally represent only the "tip of the iceberg," the questions raised in the table should be sufficient to initiate and sustain the broader review process.

Step One: Identification of Goals for Secondary Education in Louisiana

Perhaps the most fundamental issue that must be addressed in the

DECISION TABLE: CURRICULUM ISSUES


LEVEL ONE: GOALS FOR SECONDARY EDUCATION
General education for all
Specific education for a few
LEVEL TWO: COMMON EXPERIENCES VERSUS DIFFERENTIATED EXPERIENCES
Universal: core
o Common experiences among all
o Unique experiences available
Differentiated: no core
o Unique experiences throughout
o No inherent common experiences

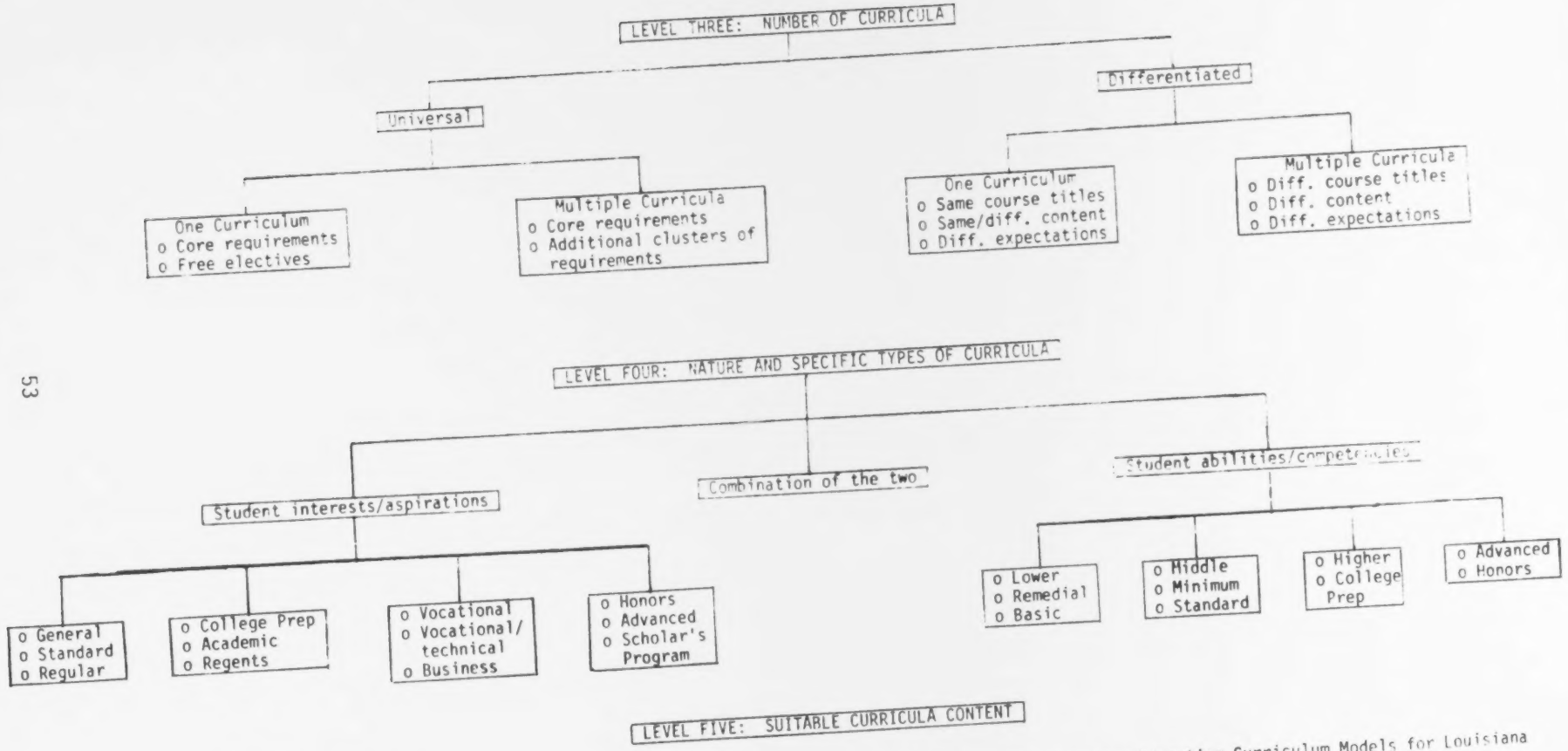


Figure 1: Decision Table: Issues to be Addressed in the Identification and/or Development of Viable Secondary Education Curriculum Models for Louisiana

process that will eventually lead to the identification and/or development of curriculum models viable for implementation in Louisiana is that of the delineation of goals for secondary education in the state. These goals must be clearly defined because it is only in relation to purpose that the relative appropriateness of the various curriculum models examined can truly be assessed.

The earlier literature review noted that secondary schools initially arose to prepare the academically elite for college. The shift to educating the masses in the early 1900's has been followed in more recent times, by numerous more subtle shifts. As prevailing social trends oscillated back and forth between conservative and liberal views, so did our educational emphases: from a focus on the gifted and talented in the late 1950's and early 1960's, to a swing toward the disadvantaged in the late 1960's and 1970's. The question now becomes, "Where do we stand today? What do we want our schools to accomplish, and, at what price?"

A recent analysis of the goals of schooling by John Goodlad in A Place Called School: Prospects for the Future (1983), indicated that 92 percent of the respondent population felt that it was very important for their children to learn what is taught in the academic subjects in high school. Eighty-two percent and 78 percent, respectively, felt that it was important that personal and social growth be fostered in secondary schools. Job-related skills were rated as very important by 48 percent, while 47 percent viewed the development of daily living skills as important.

Theodore Sizer, in A Review and Comment on the National Reports (cited in the 1985 AASA Critical Issues Report), found that the multitude of recent national reports urging educational reform endorse the idea that the primary function of a high school is to help students use their minds. Sizer feels

that since this is an intellectual aim, acceptance of this aim as desirable leads to a definition of an excellent education as one in which students show they can use their minds well by excelling in traditional ways in academic subjects.

Recent Gallup polls have repeatedly shown that Americans want their secondary schools to be comprehensive in function, and, as such, to focus on the development of enlightened citizens, productive workers, and lifelong learners. According to John Goodlad (Phi Delta Kappan, December 1985), "If our goal is universal secondary education, then the high school is a terminal institution and should be regarded as the final chance to give everyone the general education that our goals imply we want them to have" (p. 270).

The decision now facing educational policy makers in Louisiana is that of reaching consensus concerning the goals for secondary education in the state. Should our high schools function as terminal institutions where teachers are afforded their final opportunity to give all students the general education deemed so critical, or should our focus, instead, be on providing individualized, narrowly focused educational programs that meet the needs of selected groups within that overall high school population? The decision is a crucial one, but it is one that must be made prior to continuation of the search for the ideal curriculum model(s).

Step Two: Determination of the Overall Curriculum Framework

The next step, once consensus is reached relative to goal identification, is to determine how best to reach those specified goals. While many diverse paths are available, the real challenge is to isolate those that best meet the varied needs of the student population in Louisiana.

A review of current educational literature reveals many conflicting opinions as to the identity of these "best" paths. Education Secretary William Bennett, in a Washington Post article (May 12, 1985), endorsed the concept of two-track high schools as the best approach for addressing the range of student needs encountered in today's secondary schools. Bennett proposed one course of study for college-bound students, and one for the noncollege-bound. As opposed to the European system, Bennett advocated student selection, rather than assignment, to specific tracks.

In an article that appeared in College Board Review (Winter 84-85), entitled "Guaranteed Graduates," Donald A. Blaes offered this observation of the state of our secondary schools: "American high schools are seen as giant cafeterias in which students wander aimlessly, selecting a less than nourishing education, nibbling on unsubstantial course offerings, choosing an unbalanced and vapid diet of courses; exiting poorly fed" (p.25). As a remedy for this situation, Blaes proposes the use of competency seals on student diplomas to reflect the successful passage of specific coursework in such designated areas as academics, business, fine arts, and technical skills. He stresses that this is not tracking because it is not placing students at an early age into a rigid program based on test scores or parental background. Instead, according to Blaes, students, with help from their parents, teachers, and counselors, choose their own proposed path for meeting their unique needs.

The view expressed by John Goodlad in "The Great American Schooling Experiment" (Phi Delta Kappan, December 1985), appears to take the opposite stance with respect to tracking. In that article Goodlad states that if our goals are to provide universal secondary education, a core of common learning, and equal access to knowledge, then such practices as sorting

students into high, middle, and low tracks become suspect because factors such as course content, teacher enthusiasm, and other opportunities are clearly in favor of the upper tracks.

A 1984 report by the California Department of Education (California High School Curriculum Study: Paths through High School), indicated that, while the course differentiation inherent in ability tracking does allow for greater instructional individualization, it also produces a divided curriculum in which students in lower tracks rarely enroll in more advanced coursework. The study showed that, while students may attend the same school, under such a system they often come away with very different educational experiences. According to the report, a high school diploma in California does not represent a core curriculum of common knowledge studied or learned; instead, the report goes on to say, the education students receive is, in large part, determined by the track to which they are assigned. Those most gravely affected are students in the general or lower tracks; they study the minimums, get little attention, and are subjected to lower expectations from school staff.

Torsten Husén in "Are Standards in U.S. Schools Really Lagging Behind Those in Other Countries?" (Phi Delta Kappan, March 1983), feels that an elite population can be cultivated within a comprehensive educational system, but whether the result is worth its price, is another question. However, as he also points out, even in selective systems the high standard of the elite is generally bought at the price of more limited opportunities for the majority of students.

In an article in The Practitioner (Newsletter for NASSP, May 1980) advocating the use of differentiated diplomas as a means of both avoiding rigid tracking, and certifying student competencies, the call was for

increased personalization of the student learning environment. The article emphasized that, if the competency movement is to be a viable and nonpunitive process, it must be accompanied by a redesigned instructional system based on a "diagnostic-prescriptive-evaluative curriculum model" that provides remediation where needed, enrichment where desired. Finally, in the ASCD report, With Consequences for All, comes the recommendation that we recognize the legitimacy of different paths to the same goal. Thus, our search should not necessarily be limited to seeking out that one best route, but instead, it should explore all acceptable routes that could ultimately lead to the realization of our agreed-upon goals.

In view of the information available in current educational literature, the question becomes one of whether common experiences should be provided for all students, or whether the focus should be on differentiation of instruction and the provision of unique experiences for identified groups. The provision of universal experiences generally translates into the specification of a common core of material to be taken by all. Such an approach is usually accompanied by offering additional, diverse course options through multiple curricula and/or free electives so that students are afforded the opportunity to pursue their unique needs and interests. The concept of complete differentiation, on the other hand, has no such common requirements. Inherent in such an approach is the opportunity for students graduating from the same school to come away with totally different educational experiences.

Which is best suited to Louisiana's secondary education system; which will ensure attainment of our prescribed goals? Comparison of the two overall models reveals obvious strengths and weaknesses associated with each. The common core or universal option ensures that all graduates will

exit with the basic skills and competencies deemed most important as indicated by their specification within that required core. On the other hand, the differentiation model allows for more individualization of offerings and instruction, and could result in greater opportunities for meeting unique needs. The weakness inherent in each is the strength of the other: the common core reduces opportunities for individualization, while the differentiated curriculum provides no assurance that all will exit with similar learnings. Determination of the most appropriate curriculum framework for Louisiana can only be made on the basis of the previously identified goals for secondary education in the state. It is the selected framework that will provide structure for the realization of those prescribed goals.

Step Three: Determination of the Number of Curricula to be Offered

Once the overall curriculum framework has been determined, the question becomes one of how many curricula to offer in order to adequately meet the needs of all students within this framework. In essence the issue here is whether to prescribe one curriculum for all, or to offer multiple curricula.

Within the realm of the common core framework, if the decision is to offer one curriculum, then that curriculum essentially translates into the prescribed core. Unless that core encompasses the total number of credits required for graduation, electives (either free or structured) are used to fill the total complement. The allowance of such electives generally enhances student opportunities to acquire the unique experiences dictated by their various interests, aspirations, or abilities, and thus allows for a greater degree of individualization.

If it is determined that multiple curricula, rather than a single curriculum, are to be offered within the common core option, then the

prescribed commonalities could literally serve as the core of each of the specified curricula with additional clusters of courses, content, or competencies specified in addition to the common offerings. The potential bases for these supplementary clusters of requirements will be deliberated at the next level.

Within the context of the differentiated curriculum option, if one curriculum is to be prescribed for all, the differentiation must occur in the content taught, or in the expectations held for various students or student groups. If, however, multiple curricula are to be provided within this framework, then the differentiation may be specified in terms of course titles, course content, or expectations, depending on the degree of difference desired.

How many curricula should be offered in Louisiana? Again the answer is based on the educational goals and curriculum framework defined in the preceding steps.

Step Four: Delineation of the Nature and Types of Curricula to be Designated

If it is determined that multiple curricula are to be offered, whether within the common core or differentiated curriculum framework, the definitional bases upon which the different curricula are generally specified are essentially the same. In either case the issue is whether to define the various available curricula on the basis of student interests and aspirations, student abilities and competencies, or some combination of the two, since total separation may not be possible. On the surface, it may appear that delineating multiple curricula on the basis of student interests and aspirations is more consistent with the common core concept than with the differentiated curriculum concept, while the student abilities or

competencies definition may appear to be more readily adaptable to the differentiated curriculum framework. Regardless of such perceptions, it is possible to tailor the offerings within each definitional basis to fit the overriding theme of either curriculum framework.

Based on the results of the national survey, curricula defined in terms of student interests and aspirations are generally of four types: general, college preparatory, vocational, and honors. As illustrated in Figure 1, general curricula are frequently termed standard or regular. College preparatory curricula are often referred to as academic or Regents curricula. Vocational curricula are sometimes more specifically termed vocational/technical or business curricula. In some states the advanced, or scholar's program designation is used to identify honors curricula.

In defining multiple curricula in terms of student interests and aspirations, the basic premise is that the courses, content, or competencies offered within each of the differentiated curricula are within the capabilities of all students with those interests and aspirations around which the designated curricula are structured. Whereas this is the case in many instances, it may not be possible in others. For example, while a student may express interest in pursuing an honors curriculum, such a pursuit may have to be abandoned in favor of a curriculum more atuned to his or her abilities.

The definition of multiple curricula in terms of student abilities or competencies also generally leads to the designation of four basic types of curricula. These are usually delineated by level, from lower or basic to advanced or honors. More specifically, the lowest level may be termed lower, remedial, or basic; the next called middle, minimum, or standard curricula; followed by higher or college preparatory curricula; and, capped

by advanced or honors curricula. According to this type of curriculum categorization, the basic premise is that, within each ability level designation, appropriate courses can be offered that will allow students to pursue their individual interests and aspirations. However, as was observed earlier, ability is generally the primary determinant of success in many types of courses.

The issue to be resolved at this point is whether the student interests/aspirations model is more appropriate for attaining the goals specified for secondary education in Louisiana, or whether the model based on student abilities/competencies is more consistent with those goals. Subsequent to the resolution of that issue, a determination must then be made concerning the most suitable types of curricula to offer.

Step Five: Determination of the Most Suitable Curricula Content

The final curriculum decision to be made is perhaps the most difficult: that of specifying the content of the designated core and additional multiple curricula. The selection of the prescribed courses, content, and competencies is crucial in that ample opportunities must be provided so that the needs of all students can be met, both in terms of interests/aspirations, and abilities/competencies.

Core Curricula Comparison

In order to provide background for making this critical decision, information concerning current patterns observed among the 44 states that have core curricula is presented in Table 16. The method(s) most frequently observed in the specification of core curricula and the percentage of states using each are presented in accordance with content area.

Table 16. Summary of Current Methods of Designating Core Curricula Content by Subject Area
N=44

Content Area	Dominant Method	Percentage of States Reporting
I. English	1. Nothing specified	43%
	2. Specific courses/course options	30%
II. Mathematics	1. Nothing specified	73%
	2. Specific courses/course options	18%
III. Science	1. Nothing specified	45%
	2. Content	34%
IV. Social Studies	1. Specific courses/ course options	77%
	2. Content	18%
V. Health & Physical Education	1. Specific courses/course options	59%
	2. Nothing specified	32%
VI. Computer Literacy	1. Nothing specified	68%
	2. Exposure (no credit)	23%
VII. Fine/Applied Arts	1. Nothing specified	77%
	2. Specific courses/course options	20%
VIII. Foreign Language	1. Nothing specified	95%
	2. Specific courses/course options	5%

As illustrated in the table, the trend in English, mathematics, science, computer literacy, fine/applied arts, and foreign language is to prescribe no specific courses, content, or competencies within the core. In English, for example, it was most frequently observed that any of the English courses offered could be scheduled in order to meet the prescribed number of credits required. However, in social studies and health/physical education, specific courses and/or course options are generally prescribed within the overall core in order to meet all, or at least part, of the total credit requirements in those areas.

A listing of the components of the core curriculum currently being considered by the Multiple Curriculum Committee for implementation in Louisiana is presented in Table 17. The proposed core consists of nine and one-half prescribed credits in the form of specific courses to be taken by all students. In Louisiana, a total of 23 credits is required for high school graduation. The number of states, other than Louisiana, that prescribe these, or markedly similar courses within their core curricula, is shown in the column to the right. Caution should be exercised in interpreting these data as they reflect only those states for which general core curricula descriptions could be provided by the state/local education personnel interviewed; in numerous instances, decisions concerning the availability and designation of core curricula were made at the local level. In assessing the relative meaning of these data, it should be remembered from Table 16 that the majority of the states with core curricula have no specific mandates in six of the eight content areas explored; thus, comparisons in those areas will appear more inconsistent than they really are.

Table 17. States With Core Curricula Specifications Similar to Those Being Considered for Louisiana
N=41[a]

Core Curriculum Being Considered for Louisiana	States Prescribing Similar Courses in Their Core	
Content Area	N	%
I. English (4)[b]		
o English I (1 credit)	11	27%
o English II (1 credit)	11	27%
o English III (1 credit)	11	27%
II. Mathematics (3)[b]		
o Algebra I (1 credit)	0	0%
(Algebra I content)	(2)	(5%)
III. Science (3)[b]		
o Biology (1 credit)	9	22%
IV. Social Studies (3)[b]		
o American History (1 credit)	36	88%
o Civics (1/2 credit)	23	56%
o Free Enterprise (1/2 credit)	12	29%
V. Health/Physical Education (2)[b]		
o Health & Physical Education I (1 credit)	32	78%
o Health & Physical Education II (1 credit)	17	41%
VI. Computer Literacy (1/2)[b]	3	7%

[a]Includes only those states for which core curricula were described in survey.
[b]Denotes overall credits required for graduation in each content area.

As shown in Table 17, among the 41 states providing information about core curricula offerings, 11 (27%) prescribe English courses similar to those in Louisiana's proposed core (English I, II, and III). In mathematics, none of the 41 states require Algebra I as a course for all students; however, two states, did indicate that some of the components of algebra are incorporated in other, more general, math courses that are required. In science, nine other states (22%) prescribe biology or some variation of life science within their defined core curricula.

The greatest degree of similarity between Louisiana's proposed core and the core offerings of other states occurs in the social studies component. Thirty-six states (88%) require American History within their core, 23 (56%) specify that civics or government be offered, and 12 (29%) indicate that free enterprise or economics are required. One unit in health and physical education is a core requirement in 32 of the 41 states (78%), while 17 (41%) prescribe two units in this area. Computer literacy is prescribed in the core curricula of three states (7%).

Background data for decisions involving other curricula beyond the proposed core offerings are presented in Tables 18-20. A summary of the types of multiple curricula currently being offered across the United States is presented in Table 18. This is followed by a listing of the contents of the two curricula being considered for implementation in Louisiana; the general studies curriculum (Table 19) and the honors curriculum (Table 20). The contents of these two proposed curricula are then compared to those of their counterparts in other states.

The information in Table 18 is a summary of data presented in an earlier table. It is repeated here to reiterate the types of multiple curricula most frequently offered across the country. As shown, among the

Table 18. Summary of Current Multiple Curricula Offerings Across the United States
N=36

	Type of Curriculum	States Offering N	%
I.	General/Standard/Regular	31	86%
II.	College Prep/Academic	32	89%
III.	Vocational/Technical/Business	20	56%
IV.	Honors/Advanced	6	17%
V.	Remedial/Basic	2	6%
VI.	Local Option/Varied	5	14%

36 states offering multiple curricula, 31 (86%) offer general curricula, and 32 (89%) offer college preparatory curricula. Slightly more than half (20 of the 36 states) offer vocational curricula, while 17 percent (six states) have honors programs. Remedial or basic programs are offered in two states (6%). The other five states (14%) offering multiple curricula indicated that such offerings are prescribed at the local level, and thus vary so widely that no general picture could be provided for the state as a whole.

General Studies Curricula Comparison

As illustrated in Table 19, the general studies curriculum being considered for implementation in Louisiana consists of nine and one-half credits of specified courses, six credits of specified options (where choices are available from among a limited list of courses), and seven and one-half credits in the form of free electives, for a total of 23 credits. The relative frequency with which similar curricula components are prescribed across the country is also shown.

Among the 27 states for which information was provided, nine (33%) require English I, II, and III as proposed for Louisiana. Two states (7%) require English IV or Business English. In mathematics, very little agreement was found. Only one other state requires Algebra I as a specific course within their general curricula, while one specifies that certain components of Algebra I be presented within the framework of a broader, survey-type mathematics course. None of the other 25 states specifically requires Algebra II or geometry within its general studies curricula. No comparison was possible concerning the mathematics options being considered for Louisiana since the range of options offered across the states surveyed varied considerably.

Table 19. States With General Studies Curricula Specifications Similar to Those Being Considered for Louisiana
N=27[a]

General Studies Curriculum Being Considered for Louisiana	States Prescribing Similar Courses in Their General Curricula	
Content Area	N	%
I. English (4)[b]		
o English I (1)	9	33%
o English II (1)	9	33%
o English III (1)	9	33%
o English IV/Business English (1)	2	7%
II. Mathematics (3)[b]		
o Algebra I (1)	1	4%
(Algebra I content)	(1)	(4%)
o Algebra II (1)	0	0%
o Geometry (1)	0	0%
o Algebra II/Geometry (1)	0	0%
o One from specified options[c] (1)	-	-
III. Science (3)[b]		
o Biology (1)	6	22%
o Two from specified options[d] (2)	-	-
IV. Social Studies (3)[b]		
o American History (1)	25	93%
o Civics/Government (1/2)	16	59%
o Free Enterprise /Economics[e] (1/2)	10	37%
o One from specified options[e] (1)	5	19%
V. Health & Physical Education (2)[b]		
o Health & PE I/Adaptive PE/ROTC (1)	23	85%
o Health & PE II/Adaptive PE/ROTC (1)	14	52%
VI. Computer Literacy (1/2)[b]	3	11%

[a] Includes only those states for which general curricula were described in the survey.
[b] Denotes overall credit requirements in each content area.
[c] The math options include advanced math, calculus, consumer/business math, and introduction to algebra.
[d] The science options include general/physical science, earth science, chemistry, physics, aerospace science, and environmental science.
[e] The social studies options include world history, world geography, and western civilization.

In science, six states (22%) have a biology or similar life science requirement within their general curricula. Again the comparison with the options specified for Louisiana could not be made.

Considerably more agreement was found in social studies. Twenty-five states (93%) prescribe American history, 16 (59%) require civics or government, 10 (37%) specify free enterprise or economics, and five (19%) require at least one of the three courses delineated within Louisiana's social studies options.

In health and physical education, 23 of the 27 states (85%) prescribe at least one course, although they vary in assigned credits. Fifty-two percent (14 states) require a second health and physical education course. Computer literacy (for one-half to one credit) is specified within the general studies curricula of three states (11%).

Honors Curricula Comparison

The components of the honors curriculum being considered for Louisiana are shown in Table 20, as is a comparison of these components to those prescribed in the college preparatory curricula offered in other states across the country. The comparison was made to college preparatory rather than to honors curricula in other states because more agreement was found between Louisiana's proposed honors curriculum and other states' college preparatory curricula than between the two sets of honors curricula. As illustrated in Table 20, Louisiana's proposed honors curriculum prescribes fifteen and one-half credits in the form of specific courses, three credits as specified options, and four and one-half credits in the form of free electives, for a total of 23 credits.

When compared to the specific courses prescribed by the 26 states from which college preparatory curricula information was obtained, Louisiana's

Table 20. States With College Prep Curricula Specifications Similar to Those Being Considered for Louisiana
N=26[a]

Honors /College Prep Curriculum Being Considered for Louisiana	States Prescribing Similar Courses in Their College Prep Curricula	
Content Area	N	%
I. English (4)[b]		
o English I (1)	10	38%
o English II (1)	10	38%
o English III (1)	10	38%
o English IV (1)	9	35%
II. Mathematics (3)[b]		
o Algebra I (1)	15	58%
o Algebra II (1)	6	23%
o Geometry/Advanced Math (1)	9	35%
III. Science (3)[b]		
o Biology (1)	10	38%
o Chemistry (1)	5	19%
o Physics/Environmental Science (1)	4	15%
IV. Social Studies (3)[b]		
o American History (1)	23	88%
o Civics/Government (1/2)	14	54%
o Free Enterprise/Economics (1/2)	10	38%
o World History/World Geography/Western Civilization (1)	10	38%
V. Health & Physical Education (2)[b]		
o Health & PE I/Adaptive PE/ROTC (1)	18	69%
o Health & PE II/Adaptive PE/ROTC (1)	11	42%
VI. Computer Literacy (1/2)[b]	7	27%
VII. Fine Arts Survey[c] (1)[b]	9	35%
VIII. Foreign Language[d] (2)[b]	16	62%

[a] Includes only those states for which college prep curricula were described in the survey.
[b] Denotes overall credit requirements in each content area.
[c] Could substitute with 2 units in band, orchestra, choir, dance, art, or drama.
[d] Must be 2 years in the same foreign language.

English requirements are similar to those defined in 10 states (38%) in English I, II, and III, and comparable to nine states (35%) in the mandate for English IV. In mathematics, considerably more similarity was found between Louisiana's honors curriculum and the college preparatory curricula in other states than in the general studies and core curricula comparisons previously described. As proposed in Louisiana, 58 percent of the states (15) from whom information concerning college preparatory curricula was obtained require Algebra I, 23 percent (six states) prescribe Algebra II, and 35 percent (nine states) require either geometry or advanced mathematics within such curricula.

In science, biology is specified by 10 states (38%), chemistry by five (19%), and physics or environmental science by four (15%). The greatest degree of agreement among the curricula is again found in the area of social studies. Twenty-three states (88%) require American History in their college preparatory program, 14 (54%) require civics or government, 10 (38%) mandate free enterprise or economics, and 10 (38%) require at least one course from among world history, world geography, and western civilization.

One unit of health and physical education is prescribed within the college preparatory curricula of 18 states (69%); 11 (42%) require at least a second unit. Twenty-seven percent (seven states) prescribe one-half to one unit in computer literacy, 35 percent (nine states) require some type of fine arts course, and 62 percent (16 states) require at least two years of the same foreign language.

Discussion

Having worked through the step-by-step sequence of pertinent issues outlined in the decision table, and compared the contents of the curricula

proposed for Louisiana with similar curricula offerings in other states, the final issue that must be addressed is whether the proposed core, general studies, and honors curricula, as currently proposed, are truly the most viable models for Louisiana. Furthermore, would the implementation of these curricula, as presently delineated, meet the full intent implied by the passage of HCR 110 and 112, particularly with respect to meeting the needs of noncollege-bound students?

As these questions are contemplated, attention should perhaps be focused on the sequence of events that preceded, and, to some degree, prompted the passage of HCR 110 in 1985. The 1984-85 school year preceding the 1985 Regular Legislative Session had been the first during which the increased BESE-prescribed high school graduation requirements had gone into effect. Even before the implementation of the new requirements, considerable opposition had been raised concerning the specific courses prescribed within those requirements, particularly in mathematics, where both Algebra I, and a choice of either Algebra II or geometry were mandated for all. Critics claimed that such courses were designed for only the college-bound, while proponents welcomed the ushering-in of higher standards for all students. At the end of that initial year, when approximately one-fourth of the incoming freshmen were reported to have failed Algebra I, pressure mounted to have the new graduation requirements rescinded. In response to this pressure, the Legislature, during the 1985 Session, gave consideration to such action, but eventually opted instead to request that BESE appoint a committee to study the need for and potential effects of a multiple curriculum system in Louisiana's public schools. In its wording of HCR 110, the Legislature emphasized that the focus of this study was to be on exploring better ways to meet the needs of all students, particularly those

of the noncollege-bound. The implication inherent in the resolution was that the current high school graduation requirements were designed for college-bound students, and that the needs of the noncollege-bound could perhaps be more adequately met through the offering of multiple curricula of various types. Thus the newly created Multiple Curriculum Committee was charged with determining whether there was a need for a multiple curriculum system in Louisiana, and then with investigating the potential effects of implementing such a system.

In responding to this charge, the Multiple Curriculum Committee, in its 1986 interim report, indicated that a type of multiple curriculum system already exists in Louisiana. However, the Committee further proposed the implementation of general studies and honors curricula, both inclusive of a common core of prescribed courses, as a means of better meeting the needs of all students.

In proposing the implementation of these curricula, the Committee seemed to indicate that, not only was there a need for a multiple curriculum system in Louisiana, but that this need could be most appropriately met through the offering of general studies and honors curricula (inclusive of the common core) to all students. Having stopped short of giving final approval to the content of those proposed curricula, the Committee, in its 1986 report, was not yet in a position to assess the potential effects of a multiple curriculum system in Louisiana. Only after the delineation of the content of the proposed curricula, can the true impact of their implementation actually be assessed.

In weighing the viability of the proposed core, general studies, and honors curricula relative to meeting the needs of all Louisiana students, it would appear that such curricula types are appropriate for meeting most

student needs since they are the kinds of curricula most frequently offered across the country. However, as observed in the comparisons of the content proposed within each of these with similar curricula offered in other states, it would appear that the core being considered for Louisiana is considerably more comprehensive and more stringent than that offered in most. It was observed, for example, that no other state requires that all potential graduates complete an Algebra I course, nor do any others prescribe the completion of either Algebra II or geometry.

In terms of the actual courses proposed for inclusion under the three curricula headings, it can be observed that these same courses had been offered to students for a considerable period of time preceding the 1985 passage of HCR 110. Though not designated within the categories of core, general studies, and honor curricula in previous years, the question must be raised as to whether the mere grouping of courses under new headings will really provide new alternatives for meeting the needs of all students, particularly those of the noncollege-bound.

It would appear that, in order to complete its work in addressing the curricula inequities cited in HCR 110, the full attention of the Multiple Curriculum Committee should be directed toward the high school graduation requirements themselves, rather than the delineation of curricula based on these requirements. The observed stringency of Louisiana's proposed core and general studies curricula, when compared with their counterparts in other states, in contrast to the relative similarity seen in the honors/college preparatory curricula comparisons, seems to support the contention that Louisiana's high school graduation requirements indeed are designed for college-bound students. Thus, before attempting to reach final consensus on the contents of a core curriculum based on the high school

graduation requirements, it is those requirements themselves that should be reexamined in light of the information gathered through this study. Only after such a reassessment can the content of the core curriculum be specified. The delineation of the general studies and honors curricula can then follow.

In addition to the provision of these three curricula, consideration should also be given to the development of an additional curriculum, perhaps in the form of an applied studies program, that could address a broad range of individual needs among both the college and noncollege-bound. Such a curriculum could contain various strands that would allow students to pursue such diverse interests as business, marketing, health occupations, communications, personal services, music/dramatic arts, computer science, and engineering, to name a few.

The core of this curriculum could be application-oriented, with such courses as applied algebra and applied geometry being prescribed for all. The standards addressed within such courses, however, would be identical to those addressed in the proposed general studies and honors curricula. In terms of the intent inherent in the passage of HCR 110, it would appear that this total curriculum system (consisting of the core, general studies, honors, and applied studies curricula), represents a truly viable approach for meeting the needs of all high school students in Louisiana.

5

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The findings, conclusions, and recommendations reached through the conduct of this study are presented in this final chapter in reference to the four major evaluation questions addressed. It is hoped that the information summarized here will assist the Multiple Curriculum Committee in its deliberation of the issues surrounding high school graduation requirements and multiple curricula.

Findings

The findings presented in this section are summarized with respect to the major evaluation questions addressed in the study:

Evaluation Question 1: What is the nature and extent of the high school graduation requirements currently in place across the United States?

1a. High school graduation requirements are set from the state level only in four percent of the states, from the local level only in eight percent, and from a combination of the two levels in 88 percent.

1b. State Boards of Education most frequently prescribe state level graduation requirements; local boards always prescribe those at the local level.

1c. High school graduation exit tests are given in 18 states (35%); in 16, these are prescribed from the state level; English/reading and mathematics are most frequently tested; the first administration of these tests occurs most frequently at the 10th grade level; retake opportunities are always provided, remediation is generally available.

1d. Total credit requirements for graduation are specified in all states and vary from 13 (plus local requirements) to 24 units; 20 credits are most often prescribed, with 19.4 being the average.

1e. The average content area credit requirements across the country are 3.8 credits in English, 2.1 in mathematics, 1.8 in science, 2.6 in social studies, and 1.4 in health/physical education.

Evaluation Question 2: What are the characteristics of the various curricula currently being offered in the nation's schools?

2a. Core curricula are specified in 44 states (86%); multiple curricula are offered in 36 (71%).

2b. Placement into specific curricula is most often based on student interests and aspirations, with opportunities to switch curricula generally being available.

2c. In states with core curricula, those curricula are most often designated in the form of specific courses and required content.

2d. In most content areas only the number of credit requirements are specified in the core; the exceptions are social studies and health and physical education where specific courses and course options are most often delineated.

2e. Among the 31 states with minimal core curricula 39 percent have defined/required multiple curricula; 29 percent have unofficial/recommended multiple curricula; and 32 percent either have no specified multiple curricula, or allow considerable local flexibility in the designation and provision of such curricula. However, among the 13 states with comprehensive core curricula, 23 percent have defined/required multiple curricula, 62 percent have unofficial/recommended multiple curricula, and the remaining 15 percent fall into the local option category.

2f. Among the 36 states with multiple curricula, the types most frequently offered are general studies curricula (by 86 percent), college preparatory curricula (by 89 percent), vocational curricula (by 56 percent), honors curricula (by 17 percent), and remedial or basic curricula (by 6 percent).

2g. The type of high school diploma most frequently offered across the country is the single, standard diploma with no differentiation and no supplements (by 47 percent of the states); both multiple diplomas and standard diplomas with optional certificates indicative of specified performance are offered by 12 percent each.

2h. Almost half of the states (24) reported that reading is generally required at the middle or junior high school level, but none of the states require consumer mathematics or introduction to algebra at this level.

Evaluation Question 3: What are the general admission requirements for the public colleges and universities across the United States?

3a. Two-thirds of the states (34) reported that their public colleges and universities generally had admission requirements beyond the standard diploma and high school transcript generally required.

3b. Among the 34 states with college admission requirements, those requirements most often focused on national college entrance exam results (usually ACT or SAT) and the completion of a prescribed core of high school courses (usually more stringent than the minimal graduation requirements).

3c. Developmental or remedial programs are offered by public colleges and universities in 44 states; such programs are offered by all or almost all of these public institutions in 33 states; these programs most often focus on mathematics, reading and study skills, and English grammar and composition.

Evaluation Question 4: What secondary education curriculum models emerge for consideration by educational policy makers in Louisiana?

4a. In order to provide structure and direction for the identification and/or development of viable curriculum models for Louisiana, the following steps were proposed in the form of a "decision table":

1. Identify the goals for secondary education in Louisiana.
2. Determine the overall curriculum framework.
3. Determine the number of curricula to be offered.
4. Delineate the nature and types of curricula to be designated.
5. Determine the most suitable curricula content.

4b. The types of multiple curricula currently being considered for implementation in Louisiana are core, general studies, and honors curricula.

4c. The proposed core curriculum consists of the nine and one-half credits of specific courses that are required of all students as delineated within the state's high school graduation requirements.

4d. The proposed general studies curriculum is composed of the nine and one-half credit core requirement, plus six credits selected from among a list of specified options, and seven and one-half credits of free electives.

4e. The proposed honors curriculum is made up of the nine and one-half credit core, plus three credits of specified options, and four and one-half credits of free electives.

4f. In comparison to the core curricula prescribed in other states, Louisiana's proposed core is considerably more detailed and more comprehensive than most. In so far as prescribed courses, the greatest degree of similarity was observed in the areas of social studies, and health and physical education; the least similarity was found in mathematics.

4g. The other two curricula being considered for Louisiana, the general studies and honors curricula, are consistent with the types most frequently offered across the country. (Louisiana's honors curriculum parallels most college preparatory curricula currently being offered, and it is on that basis that comparisons were made.)

4h. In comparison to the content of general studies curricula prescribed in other states, Louisiana's proposed general studies curriculum appears to be more stringent than most. The greatest degree of similarity was observed in the areas of social studies, and health and physical education; the least was observed in mathematics.

4i. In comparison to the content of college preparatory curricula offered in other states, Louisiana's honors curriculum is generally consistent with such comparable curricula. Overall, the degree of similarity observed in this comparison was greater than that observed in either the core or general studies curricula comparisons previously cited.

Conclusions

The following conclusions were reached as a result of this study:

- Louisiana's current high school graduation requirements are more comprehensive and more stringent than those in place in most other states across the country, particularly in the area of mathematics.

- The types of curricula being considered for Louisiana (core, general studies, and honors/college preparatory) appear to be appropriate for meeting the needs of the majority of the state's high school students; however, in terms of their presently proposed content, these curricula, taken alone, do not appear to address the full intent inherent in the passage of HCR 110.

    - The courses delineated within these curricula are essentially the same ones that had been available to students prior to HCR 110; thus, no new alternatives are being suggested for meeting the needs of the noncollege-bound (as specified in HCR 110).

    - When compared to multiple curricula offered in other states, Louisiana's core curriculum more closely resembles other states' college preparatory curricula, than their core curricula. Thus, it would appear that Louisiana's basic high school graduation requirements are actually designed for college-bound, rather than for all secondary students.

Recommendations

The following recommendations are offered on the basis of this study:

- Louisiana's current high school graduation requirements should be reviewed in terms of the stringency of the courses prescribed, particularly in mathematics, where little similarity was found with the requirements specified in this area in other states.

- If the graduation requirements review results in adjustments in the mathematics area such that the resulting requirements are more consistent with those prescribed in other states, then the following recommendations are offered subsequent to those adjustments:

    - The proposed general studies and honors/college preparatory curricula, both inclusive of the core requirements, should be redefined on the basis of the adjustments made in the overall graduation requirements; as such, these curricula should then be offered to all high school students in the state on a selection

basis in accordance with both student interests/aspirations and abilities/competencies.

- o Development of a third curriculum model, also inclusive of the core requirements, should be considered to provide additional opportunities for meeting the individualized needs of both college and noncollege-bound students. This model could be defined as an applied studies curriculum with multiple strands that would enable students to pursue interests in such diverse areas as business, marketing, health occupations, communications, personal services, music/dramatic arts, computer science, and engineering.

- If no adjustments are made in the graduation requirements as a result of the suggested review, then the following alternative recommendations are proposed:

  - o The general studies and honors/college preparatory curricula, as currently proposed, and both inclusive of the present core requirements, should be offered to all high school students in the state on a selection basis in accordance with both student interests/aspirations and abilities/competencies.

  - o A third curriculum model, perhaps in the form of an applied studies curriculum, should be developed. This model would still encompass the basic core requirements, but would do so in the form of applied courses, especially in the area of mathematics. Such a curriculum would allow for greater individualization in meeting the needs of all students, but particularly those of the noncollege-bound. Multiple strands incorporated into this curriculum could enable students to pursue interests in such diverse areas as business, marketing, health occupations, communications, personal services, music/dramatic arts, computer science, and engineering.

- A second phase of this study should be commissioned to gather any additional information needed by the Multiple Curriculum Committee in response to the results of this study and the action subsequently taken by the Committee as it completes its work in response to HCR 110.

- Plans should be developed for initiating a longitudinal study to assess the impact and effectiveness of the curriculum system implemented subsequent to the completion of the work of the Multiple Curriculum Committee.

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APPENDIX A

MULTIPLE CURRICULUM STUDY: SURVEY OF STATES

FORM A: STATE REQUIREMENTS ONLY

APPENDIX A

FOR OFFICE USE ONLY

State: _____ Interviewer: ___ Date: _____ Time:_____

MULTIPLE CURRICULUM STUDY: SURVEY OF STATES
FORM A: STATE REQUIREMENTS ONLY

1. Who sets your statewide high school graduation requirements? (Check one.)

_____ State Legislature
_____ State Board of Education
_____ State Department of Education
_____ State Legislature and State Board
_____ State Legislature and State Department
_____ State Board and State Department
_____ State Legislature, State Board, and State Department
_____ Other (Who? _____)

2. Does your state mandate that students pass an exit test as a requirement for high school graduation? (Check one.)

_____ A. Yes. If "yes," continue with parts 1-4 below:

1) What content areas are addressed on the test? (Check all that apply.)

_____ English/Reading
_____ Mathematics
_____ Science
_____ Social studies
_____ Other (What? _____)

2) At what grade level is this exit test <u>first</u> given? (Check one.)

_____ 9th grade
_____ 10th grade
_____ 11th grade
_____ 12th grade

3) Are remediation opportunities provided? (Check one.)

_____ Yes
_____ No

4) Are retake opportunities provided? (Check one.)

_____ Yes
_____ No

_____ B. No

3. Within your statewide high school graduation requirements, which of the following are specifically mandated? (Check all that apply.)

_____ A. The total number of credits for high school graduation (including the number of electives)

A1. Total credits _____

_____ B. The total number of credits required in each content area (e.g., 4 credits in English, 3 in math, etc.). How many are required in:

B1. English	____	B7. Fine/Applied Arts	____
B2. Math	____	B8. Foreign Languages	____
B3. Science	____	B9. Other (_____)	____
B4. Social Studies	____	B10. Other (_____)	____
B5. Health & P.E.	____	B11. Electives	____
B6. Computer Literacy	____	Total	____

_____ C. The course options from which all or part of the required number of credits in a specific content area must be taken (e.g., requiring 3 math credits and specifying that they must be selected from Business Math, Consumer Math, Algebra I, Algebra II, Geometry, Advanced Math, etc.)

_____ D. The specific courses that must be taken by all students to satisfy all or part of the total credits required in one or more content areas; in other words, a core curriculum consisting of specific courses mandated for all students

IF "C" or "D" WAS CHECKED please specify the number of credits, specific or general courses, and/or course options mandated for inclusion in that core curriculum on the next pages. Please make any notes that would be helpful in preparation for the telephone interview that will be forthcoming:

Content Area	No. of Credits in Core	Courses/Course Options
I. English	_____	_____
		_____
		_____
II. Math	_____	_____
		_____
		_____
III. Science	_____	_____
		_____
		_____

Content Area	No. of Credits in Core	Courses/Course Options
IV. Social Studies	_____	_____
		_____
		_____
V. Health & P.E.	_____	_____
		_____
		_____
VI. Computer Literacy	_____	_____
		_____
		_____

Content Area	No. of Credits in Core	Courses/Course Options
VII. Fine/Applied Arts	_____	_____
		_____
		_____
VIII. Foreign Languages	_____	_____
		_____
		_____
IX. Other	_____	_____
		_____
		_____

Total credits specified within core _____

Additional electives required for graduation _____

Total credits for graduation _____

4. At the state level do you have differentiated programs of study offered in the form of multiple curricula; in other words, do you have one set of courses offered as a college prep curriculum, one as a general studies curriculum, etc.? (Check one.)

_____ A. No

_____ B. Yes. If "yes," what are these multiple curricula: (Names of each.)

_____

_____

_____

A1. Are these multiple curricula: (Check one.)

____ 1. Mandated at the state level such that students must select one curriculum upon entry into high school or soon thereafter?

_____ Yes
_____ No

a) If "mandated," what criteria are used to determine the curriculum into which a student will be placed? (Check all that apply.)

_____ Elementary/middle school grade point average
_____ Standardized test results
_____ Proficiency/competency test results
_____ Completion of prescribed courses at elementary/middle school level
_____ Student interest/aspirations
_____ Teacher recommendations
_____ Other (What? _____)

b) Are students relatively free to move from one curriculum to another? (Check one.)

_____ Yes
_____ No
_____ Do not know

c) How often does such movement generally occur? (Check one.)

_____ Seldom
_____ Fairly often
_____ Very often
_____ Do not know

___ 2. Recommended at the state level as a guide for students planning to pursue various career options upon completion of high school?

___ 3. Other (What? _____)

If you have multiple curricula, please identify the specific courses and/or course options mandated or recommended within each of the various curricula. Use additional pages as needed in preparation for the telephone interview.

Curriculum Title: _____

Content Area	No. of Credits Required	Courses/Course Options
I. English	_____	_____
		_____
		_____
II. Math	_____	_____
		_____
		_____
III. Science	_____	_____
		_____
		_____

Content Area	No. of Credits Required	Courses/Course Options
IV. Social Studies	_____	_____
		_____
		_____
V. Health & P.E.	_____	_____
		_____
		_____
VI. Computer Literacy	_____	_____
		_____
		_____

Content Area	No. of Credits Required	Courses/Course Options
VII. Fine/Applied Arts	_____	_____
		_____
		_____
VIII. Foreign Languages	_____	_____
		_____
		_____
IX. Other	_____	_____
		_____
		_____

Total credits specified within curriculum _____

Additional electives required for graduation _____

Total credits for graduation _____

If you have multiple curricula, please identify the specific courses and/or course options mandated or recommended within each of the various curricula. Use additional pages as needed in preparation for the telephone interview.

Curriculum Title: _____

Content Area	No. of Credits Required	Courses/Course Options
I. English	_____	_____
		_____
		_____
II. Math	_____	_____
		_____
		_____
III. Science	_____	_____
		_____
		_____

Content Area	No. of Credits Required	Courses/Course Options
IV. Social Studies	_____	_____
		_____
		_____
V. Health & P.E.	_____	_____
		_____
		_____
VI. Computer Literacy	_____	_____
		_____
		_____

Content Area	No. of Credits Required	Courses/Course Options
VII. Fine/Applied Arts	_____	_____
		_____
		_____
VIII. Foreign Languages	_____	_____
		_____
		_____
IX. Other	_____	_____
		_____
		_____

Total credits specified within curriculum _____

Additional electives required for graduation _____

Total credits for graduation _____

5. Which of the following courses are required of 7th and/or 8th grade students in your state? (Check all that apply.)

_____ Reading (If part of language arts block, how many minutes per week are devoted to reading? _____)

_____ Consumer math

_____ Introduction to algebra

_____ None of the above

6. What variations of high school diplomas are offered to <u>regular education students</u> in your state? (Check one.)

_____ A. One standard diploma for all students with no differentiation or supplementary information
_____ B. One standard diploma with accompanying high school transcript
_____ C. One standard diploma with differentiated endorsements or seals indicative of the attainment of specific competencies (may or may not include a transcript)
_____ D. Multiple diplomas issued in accordance with the completion of one of the specified multiple curricula (i.e., an Academic or Scholastic Diploma upon completion of the college prep curriculum)
_____ E. Combinations of the above (Which ones?) _____
_____ F. Other type of diploma (What? _____
_____)

7. Do the majority of your state's four-year <u>public</u> colleges and universities have specific admission requirements? (Check one.)

_____ A. No

_____ B. Yes. If "yes," what do such requirements generally entail? (Check all that apply.)

_____ A cutoff score on a national college entrance exam like ACT or SAT
_____ A cutoff score on another type of entrance exam
_____ A set high school GPA
_____ Completion of a prescribed core of high school courses

(If this option is checked please indicate how this college admission core compares with your high school graduation requirements. (Check one.))

_____ More stringent than graduation requirements
_____ Same as graduation requirements
_____ Less stringent than graduation requirements
_____ No relationship/we have no specific requirements/etc.)
_____ Other (What? _____)

_____ Other (What? _____)

8. Approximately how many of your four-year public colleges and universities offer developmental or remedial programs for entering students not prepared to address the standard college curriculum? (Check one.)

_____ None or very few
_____ Less than half
_____ Approximately half
_____ More than half
_____ All or almost all

8A. Among those four-year colleges and universities offering such programs, what content areas are generally involved? (Check all that apply.)

_____ English/composition
_____ Reading/study skills
_____ Math
_____ Other (What? _____)

Thank you so much for your time; the information you have provided will be extremely useful in the conduct of our study. If you would like a copy of our final report please indicate your interest at the conclusion of this interview. Thank you again, and please don't hesitate to call if we can be of assistance to you.

_____ Please send copy to: _____

_____

_____

APPENDIX B

MULTIPLE CURRICULUM STUDY: SURVEY OF STATES

FORM B: LOCAL REQUIREMENTS ONLY

APPENDIX B

FOR OFFICE USE ONLY

State: _____ Interviewer: ___ Date: _____ Time:_____

MULTIPLE CURRICULUM STUDY: SURVEY OF STATES
FORM B: LOCAL REQUIREMENTS ONLY

1. Approximately what percentage of your school systems have locally prescribed high school graduation requirements? (Check one.)

   _____ Very few
   _____ Less than half
   _____ Approximately half
   _____ More than half
   _____ All or almost all

2. Who generally sets these requirements? (Check one.)

   _____ Local school board
   _____ Other (Who? _____)

3. Do most of your local systems mandate that students pass an exit test as a requirement for high school graduation? (Check one.)

   _____ A. Yes. If "yes," continue with parts 1-4 below:

      1) What content areas are generally addressed on the test? (Check all that apply.)

         _____ English
         _____ Mathematics
         _____ Science
         _____ Social studies
         _____ Other (What? _____)

      2) At what grade level is this exit test generally <u>first</u> given? (Check one.)

         _____ 9th grade
         _____ 10th grade
         _____ 11th grade
         _____ 12th grade

      3) Are remediation opportunities generally provided? (Check one.)

         _____ Yes
         _____ No

4) Are retake opportunities generally provided? (Check one.)

_____ Yes
_____ No

_____ B. No

4. In general, across all of the systems with locally prescribed high school graduation requirements which of the following are usually mandated? (Check all that apply.)

_____ A. The total number of credits for high school graduation (including the number of electives)

A1. Total credits or credit range _____

_____ B. The total number of credits (or range of credits) required in each content area (e.g., 4 credits in English, 3 in math, etc.). How many are required in:

B1. English	____	B7. Fine/Applied Arts	____
B2. Math	____	B8. Foreign Languages	____
B3. Science	____	B9. Other (_____)	____
B4. Social Studies	____	B10. Other (_____)	____
B5. Health & P.E.	____	B11. Electives	____
B6. Computer Literacy	____	Total	____

_____ C. The course options from which all or part of the required number of credits in a specific content area must be taken (e.g., requiring 3 math credits and specifying that they must be selected from Business Math, Consumer Math, Algebra I, Algebra II, Geometry, Advanced Math, etc.)

_____ D. The specific courses that must be taken by all students to satisfy all or part of the total credits required in one or more content areas; in other words, a core curriculum consisting of specific courses mandated for all students

IF "C" or "D" WAS CHECKED please specify the number of credits, specific or general courses, and/or course options frequently mandated or specified by local systems for inclusion in their core curriculum on the next pages. Please make any notes that would be helpful in preparation for the telephone interview that will be forthcoming.

Content Area	No. of Credits in Core	Courses/Course Options
I. English	_____	_____
		_____
		_____
II. Math	_____	_____
		_____
		_____
III. Science	_____	_____
		_____
		_____

Content Area	No. of Credits in Core	Courses/Course Options
IV. Social Studies	_____	_____
		_____
		_____
V. Health & P.E.	_____	_____
		_____
		_____
VI. Computer Literacy	_____	_____
		_____
		_____

Content Area	No. of Credits in Core	Courses/Course Options
VII. Fine/Applied Arts	_____	_____
		_____
		_____
VIII. Foreign Languages	_____	_____
		_____
		_____
IX. Other	_____	_____
		_____
		_____

Total credits specified within core _____

Additional electives required for graduation _____

Total credits for graduation _____

5. In general, do most of these local systems have differentiated programs of study offered in the form of multiple curricula; in other words, do most have one set of courses offered as a college prep curriculum, one as a general studies curriculum, etc.? (Check one.)

_____ A. No

_____ B. Yes. If "yes," what are these multiple curricula: (Names of each.)

_____

_____

_____

A1. Are these multiple curricula: (Check one.)

____ 1. Mandated at the local level such that students must select one curriculum upon entry into high school or soon thereafter?

_____ Yes
_____ No

a) If "mandated," what criteria are used to determine the curriculum into which a student will be placed? (Check all that apply.)

_____ Elementary/middle school grade point average
_____ Standardized test results
_____ Proficiency/competency test results
_____ Completion of prescribed courses at elementary/middle school level
_____ Student interest/aspirations
_____ Teacher recommendations
_____ Other (What? _____)

b) Are students relatively free to move from one curriculum to another? (Check one.)

_____ Yes
_____ No
_____ Do not know

c) How often does such movement generally occur? (Check one.)

_____ Seldom
_____ Fairly often
_____ Very often
_____ Do not know

_____ 2. Recommended at the local level as a guide for students planning to pursue various career options upon completion of high school?

_____ 3. Other (What? _____)

IF you have multiple curricula, please identify the specific courses and/or course options generally mandated or recommended within each of the various curricula. Use additional pages as needed in preparation for the telephone interview.

Curriculum Title: _____

Content Area	No. of Credits Required	Courses/Course Options
I. English	_____	_____
		_____
		_____
II. Math	_____	_____
		_____
		_____
III. Science	_____	_____
		_____
		_____

Content Area	No. of Credits Required	Courses/Course Options
IV. Social Studies	_____	_____
		_____
		_____
V. Health & P.E.	_____	_____
		_____
		_____
VI. Computer Literacy	_____	_____
		_____
		_____

Content Area	No. of Credits Required	Courses/Course Options
VII. Fine/Applied Arts	_____	_____
		_____
		_____
VIII. Foreign Languages	_____	_____
		_____
		_____
IX. Other	_____	_____
		_____
		_____

Total credits specified within curriculum _____

Additional electives required for graduation _____

Total credits for graduation _____

IF you have multiple curricula, please identify the specific courses and/or course options generally mandated or recommended within each of the various curricula. Use additional pages as needed in preparation for the telephone interview.

Curriculum Title: _____

Content Area	No. of Credits Required	Courses/Course Options
I. English	_____	_____
		_____
		_____
II. Math	_____	_____
		_____
		_____
III. Science	_____	_____
		_____
		_____

Content Area	No. of Credits Required	Courses/Course Options
IV. Social Studies	_____	_____
		_____
		_____
V. Health & P.E.	_____	_____
		_____
		_____
VI. Computer Literacy	_____	_____
		_____
		_____

Content Area	No. of Credits Required	Courses/Course Options
VII. Fine/Applied Arts	_____	_____
		_____
		_____
VIII. Foreign Languages	_____	_____
		_____
		_____
IX. Other	_____	_____
		_____

6. Which of the following courses are generally required of 7th and/or 8th grade students in your state? (Check all that apply.)

_____ Reading (If part of language arts block, how many minutes per week are devoted to reading? _____)

_____ Consumer math

_____ Introduction to algebra

_____ None of the above

_____ Do not know

7. What variations of local high school diplomas are generally offered to regular education students in your state? (Check one.)

_____ A. One standard diploma for all students with no differentiation or supplementary information
_____ B. One standard diploma with accompanying high school transcript
_____ C. One standard diploma with differentiated endorsements or seals indicative of the attainment of specific competencies (may or may not include a transcript)
_____ D. Multiple diplomas issued in accordance with the completion of one of the specified multiple curricula (i.e., an Academic or Scholastic Diploma upon completion of the college prep curriculum)
_____ E. Combinations of the above (Which ones? _____)
_____ F. Other type of diploma (What? _____)

8. Do the majority of your state's four-year public colleges and universities have specific admission requirements? (Check one.)

_____ A. No

_____ B. Yes. If "yes," what do such requirements generally entail? (Check all that apply.)

_____ A cutoff score on a national college entrance exam like ACT or SAT
_____ A cutoff score on another type of entrance exam
_____ A set high school GPA
_____ Completion of a prescribed core of high school courses

(If this option is checked please indicate how this college admission core compares with your high school graduation requirements. (Check one.))

_____ More stringent than graduation requirements
_____ Same as graduation requirements
_____ Less stringent than graduation requirements
_____ No relationship/we have no specific requirements/etc.)
_____ Other (What? _____)

_____ Other (What? _____)

9. Approximately how many of your four-year public colleges and universities offer developmental or remedial programs for entering students not prepared to address the standard college curriculum? (Check one.)

_____ None or very few
_____ Less than half
_____ Approximately half
_____ More than half
_____ All or almost all

9A. Among those four-year colleges and universities offering such programs, what content areas are generally involved? (Check all that apply.)

_____ English/composition
_____ Reading/study skills
_____ Math
_____ Other (What? _____)

Thank you so much for your time; the information you have provided will be extremely useful in the conduct of our study. If you would like a copy of our final report please indicate your interest at the conclusion of this interview. Thank you again, and please don't hesitate to call if we can be of assistance to you.

_____ Please send copy to: _____

_____

_____

APPENDIX C

MULTIPLE CURRICULUM STUDY: SURVEY OF STATES

FORM C: BOTH STATE AND LOCAL REQUIREMENTS

APPENDIX C

FOR OFFICE USE ONLY

State: _____ Interviewer: ___ Date: _____ Time:_____

MULTIPLE CURRICULUM STUDY: SURVEY OF STATES
FORM C: BOTH STATE AND LOCAL REQUIREMENTS

1. Who sets your statewide graduation requirements? (Check one.)

_____ State Legislature
_____ State Board of Education
_____ State Department of Education
_____ State Legislature and State Board
_____ State Legislature and State Department
_____ State Board and State Department
_____ State Legislature, State Board, and State Department
_____ Other (Who? _____)

2. Approximately how many of your local systems have their own prescribed high school graduation requirements? (Check one.)

_____ Very few
_____ Less than half
_____ Approximately half
_____ More than half
_____ All or almost all

3. Who generally sets the local requirements? (Check one.)

_____ Local school board
_____ Local school
_____ Other (Who? _____)

4. In general do the local graduation requirements go beyond those prescribed at the state level? (Check one.)

_____ Yes

_____ No. If "no," what is generally the relationship between the two sets of requirements? _____

_____

5. Is an exit test required for high school graduation?

_____ A. Yes. If "yes," continue with parts 1-5:

1) From what level is this test required? (Check one.)

_____ State level
_____ Local level
_____ Both

2) What content areas are generally addressed on the test? (Check all that apply.)

_____ English/Reading
_____ Mathematics
_____ Science
_____ Social studies
_____ Other (What? _____)

3) At what grade level is this exit test generally <u>first</u> given?

_____ 9th grade
_____ 10th grade
_____ 11th grade
_____ 12th grade

4) Are remediation opportunities generally provided? (Check one.)

_____ Yes
_____ No

5) Are retake opportunities generally provided? (Check one.)

_____ Yes
_____ No

_____ B. No

6. Based on the state and local graduation requirements in place across your state, which of the following are generally mandated? (Check all that apply.)

_____ A. The total number of credits for high school graduation (including the number of electives)

A1. Total credits or credit range _____

_____ B. The total number of credits (or range of credits) required in each content area (e.g., 4 credits in English, 3 in math, etc.). How many are required in:

B1. English	____	B7. Fine/Applied Arts	____
B2. Math	____	B8. Foreign Languages	____
B3. Science	____	B9. Other (_____)	____
B4. Social Studies	____	B10. Other (_____)	____
B5. Health & P.E.	____	B11. Electives	____
B6. Computer Literacy	____	Total	____

_____ C. The course options from which all or part of the required number of credits in a specific content area must be taken (e.g., requiring 3 math credits and specifying that they must be selected from Business Math, Consumer Math, Algebra I, Algebra II, Geometry, Advanced Math, etc.)

_____ D. The specific courses that must be taken by <u>all</u> students to satisfy all or part of the total credits required in one or more content areas; in other words, a core curriculum consisting of specific courses mandated for <u>all</u> students

IF "C" or "D" WAS CHECKED please specify the number of credits, specific or general courses, and/or course options frequently mandated or specified in most systems for inclusion in their core curriculum on the following pages. Please make any notes that would be helpful in preparation for the telephone interview that will be forthcoming.

Content Area	No. of Credits in Core	Courses/Course Options
I. English	_____	_____
		_____
		_____
II. Math	_____	_____
		_____
		_____

Content Area	No. of Credits in Core	Courses/Course Options
III. Science	_____	_____
		_____
		_____
IV. Social Studies	_____	_____
		_____
		_____
V. Health & P.E.	_____	_____
		_____
		_____

Content Area	No. of Credits in Core	Courses/Course Options
VI. Computer Literacy	_____	_____
		_____
		_____
VII. Fine/Applied Arts	_____	_____
		_____
		_____
VIII. Foreign Languages	_____	_____
		_____
		_____
IX. Other	_____	_____
		_____
		_____

Total credits specified within core _____

Additional electives required for graduation _____

Total credits for graduation _____

7. In general, among most school systems across your state, are differentiated programs of study offered in the form of multiple curricula; in other words, is one set of courses offered as a college prep curriculum, one as a general studies curriculum, etc.? (Check one.)

_____ A. No

_____ B. Yes. If "yes," what are these multiple curricula? (Names of each.)

_____

_____

_____

A1. Are these multiple curricula: (Check one.)

_____ 1. Mandated at the state level and/or local level such that students must select one curriculum upon entry into high school or soon thereafter?

_____ Yes
_____ No

a) From what level are these curricula mandated? (Check one.)

_____ State level
_____ Local level
_____ Both

b) If "mandated," what criteria are used to determine the curriculum into which a student will be placed? (Check all that apply.)

_____ Elementary/middle school grade point average
_____ Standardized test results
_____ Proficiency/competency test results
_____ Completion of prescribed courses at elementary/middle school level
_____ Student interest/aspirations
_____ Teacher recommendations
_____ Other (What? _____)

c) Are students relatively free to move from one curriculum to another? (Check one.)

_____ Yes
_____ No
_____ Do not know

d) How often does such movement generally occur? (Check one.)

_____ Seldom
_____ Fairly often
_____ Very often
_____ Do not know

____ 2. Recommended at the state and/or local level as a guide for students planning to pursue various career options upon completion of high school?

____ 3. Other (What? _____)

If you have multiple curricula, please identify the specific courses and/or course options generally mandated or recommended within each of the various curricula.

Curriculum Title: _____

Content Area	No. of Credits Required	Courses/Course Options
I. English	_____	_____
		_____
		_____
II. Math	_____	_____
		_____
		_____

Content Area	No. of Credits Required	Courses/Course Options
III. Science	_____	_____
		_____
		_____
IV. Social Studies	_____	_____
		_____
		_____
V. Health & P.E.	_____	_____
		_____
		_____

Content Area	No. of Credits Required	Courses/Course Options
VI. Computer Literacy	_____	_____
		_____
		_____
VII. Fine/Applied Arts	_____	_____
		_____
		_____
VIII. Foreign Languages	_____	_____
		_____
		_____
IX. Other	_____	_____
		_____
		_____

Total credits specified within curriculum _____

Additional electives required for graduation _____

Total credits for graduation _____

Curriculum Title: _____

Content Area	No. of Credits Required	Courses/Course Options
I. English	_____	_____
		_____
		_____
II. Math	_____	_____
		_____
		_____
III. Science	_____	_____
		_____
		_____
IV. Social Studies	_____	_____
		_____
		_____

Content Area	No. of Credits Required	Courses/Course Options
V. Health & P.E.	_____	_____
		_____
		_____
VI. Computer Literacy	_____	_____
		_____
		_____
VII. Fine/Applied Arts	_____	_____
		_____
		_____
VIII. Foreign Languages	_____	_____
		_____
		_____

Content Area	No. of Credits Required	Courses/Course Options
IX. Vocational Education	_____	_____
		_____
		_____
X. Other	_____	_____
		_____
		_____
		_____
XI. Other	_____	_____
		_____
		_____
		_____

Total credits specified within curriculum _____

Additional electives required for graduation _____

Total credits for graduation _____

8. Which of the following courses are required of 7th and/or 8th grade students in your state? (Check all that apply.)

_____ Reading (If part of language arts block, how many minutes per week are devoted to reading? _____)

_____ Consumer math

_____ Introduction to algebra

_____ None of the above

_____ Do not know

9. What variations of high school diplomas are generally offered to <u>regular education students</u> in your state? (Check one.)

_____ A. One standard diploma for all students with no differentiation or supplementary information

_____ B. One standard diploma with accompanying high school transcript

_____ C. One standard diploma with differentiated endorsements or seals indicative of the attainment of specific competencies (may or may not include a transcript)

_____ D. Multiple diplomas issued in accordance with the completion of one of the specified multiple curricula (i.e., an Academic or Scholastic Diploma upon completion of the college prep curriculum)

_____ E. Combinations of the above (Which ones? _____)

_____ F. Other type of diploma (What? _____

_____)

10. Do the majority of your state's four-year <u>public</u> colleges and universities have specific admission requirements? (Check one.)

_____ A. No

_____ B. Yes. If "yes," what do such requirements generally entail? (Check all that apply.)

_____ A cutoff score on a national college entrance exam like ACT or SAT

_____ A cutoff score on another type of entrance exam

_____ A set high school GPA

_____ Completion of a prescribed core of high school courses

(If this option is checked please indicate how this college admission core compares with your high school graduation requirements. (Check one.))

_____ More stringent than graduation requirements

_____ Same as graduation requirements

_____ Less stringent than graduation requirements

_____ No relationship/we have no specific requirements/etc.)
_____ Other (What? _____)

_____ Other (What? _____)

11. Approximately how many of your four-year public colleges and universities offer developmental or remedial programs for entering students not prepared to address the standard college curriculum? (Check one.)

_____ None or very few
_____ Less than half
_____ Approximately half
_____ More than half
_____ All or almost all

11A. Among those four-year colleges and universities offering such programs, what content areas are generally involved? (Check all that apply.)

_____ English/composition
_____ Reading/study skills
_____ Math
_____ Other (What? _____)

Thank you so much for your time; the information you have provided will be extremely useful in the conduct of our study. If you would like a copy of our final report please indicate your interest at the conclusion of this interview. Thank you again, and please don't hesitate to call if we can be of assistance to you.

_____ Please send copy to: _____

_____

_____

APPENDIX D

STATE AND LOCAL HIGH SCHOOL GRADUATION REQUIREMENTS
BY CONTENT AREA

APPENDIX D

State and Local Minimum High School Graduation Requirements by Content Area

	State	English	Math	Science	Social Studies	H&PE	Computer Literacy[a]	Fine/App Arts	Foreign Lang.	Other	Total Specified	Electives	Total Required
1.	Alabama	4	2	2	3	1.5	0	0	0	.5	13	9	22
2.	Alaska	4	2	2	3	1	0	0	0	0	12	9	21
3.	Arizona	4	2	2	2	0	0	0	0	.5	10.5	9.5	20
4.	Arkansas	4	3/2	2/3	3	1	0	.5	0	0	13.5	6.5	20
5.	California	3	2	2	3	2	0	1/0	0/1	0	13+	-	13+
6.	Colorado	4	2	2	2	2	2/1	0	0	0	13	7	20
7.	Connecticut	4	3	2	3	1	0	0	0	1	14	6	20
8.	Delaware	4	2	2	3	1.5	0	0	0	.5	13	6	19
9.	District of Columbia	4	2	2	2	1.5	0	0	1	1	13.5	7	20.5
10.	Florida	4	3	3	3	.5	0	.5	0	1	15	9	24
11.	Georgia	4	2	2	3	1	1	0	0	0	13	8	21
12.	Hawaii	4	2	2	4	1.5	0	0	0	.5	14	6	20
13.	Idaho	5	2	2	2	1.5	0	0	0	2.5	15	6	21
14.	Illinois	3	2	1	2	LO[b]	0	1/0	0/1	1/0	9+	7	16
15.	Indiana	4	2	2	2	1	0	0	0	0	11	8	19
16.	Iowa	3	1	1	2	1	.5	0	0	0	8.5	7.5	16

	State	English	Math	Science	Social Studies	H&PE	Computer Literacy[a]	Fine/App Arts	Foreign Lang.	Other	Total Specified	Electives	Total Required
17.	Kansas	4	2	2	3	1	0	0	0	0	12	9	21
18.	Kentucky	4	3	2	2	1	0	0	0	0	12	8	20
19.	Louisiana	4	3	3	3	2	.5	0	0	0	15.5	7.5	23
20.	Maine	4	2	2	2.5	1.5	0	1	0	0	13	3	16
21.	Maryland	4	3	2	3	1	0	1	0	1	15	5	20
22.	Massachusetts[c]	4	2	1.7	2.4	LO	LO	LO	LO	LO	LO	LO	LO
23.	Michigan[c]	3.5	1.9	1.8	2.8	1.2	.2	.1	0	0	-	8.9	21.1
24.	Minnesota	4	1	1	3	1.5	0	0	0	0	10.5	9.5	20
25.	Mississippi	4	2	2	2	LO	LO	LO	LO	LO	10	8	18
26.	Missouri	3	2	2	2	1	0	1	0	1	12	10	22
27.	Montana	4	2	2	2	1	0	1	0	2	14	2	16
28.	Nebraska	LO	LO	LO	LO	LO	LO	LO	LO	LO	LO	LO	20
29.	Nevada	3	2	1	2	2.5	0	0	0	0	10.5	9.5	20
30.	New Hampshire	4	2	2	2.5	1.25	.5	.5	0	3	15.75	4	19.75
31.	New Jersey	4	3	2	3	4	0	1	0	LO	17	5	22
32.	New Mexico	4	3	2	3	1	0	0	0	1	14	9	23
33.	New York	4	2	2	4	.5	0	1	0	LO	13.5	5	18.5
34.	North Carolina	4	2	2	2	1	0	0	0	0	11	9	20

	State	English	Math	Science	Social Studies	H&PE	Computer Literacy[a]	Fine/App Arts	Foreign Lang.	Other	Total Specified	Electives	Total Required
35.	North Dakota	4	2	2	3	1	0	0	0	0	12	5	17
36.	Ohio	3	2	1	2	1	0	0	0	0	9	9	18
37.	Oklahoma	4	2	2	2	0	0	0	0	0	10	10	20
38.	Oregon	3	2	2	2.5	2	0	1/0	0/1	1.5	14	8	22
39.	Pennsylvania	4	3	3	3	1	0	2	0	0	16	5	21
40.	Rhode Island	4	2	1	1	0	0	0	0	0	8	8	16
41.	South Carolina	4	3	2	3	1	0	0	0	0	13	7	20
42.	South Dakota	4	2	2	3	0	.5	.5	0	0	12	8	20
43.	Tennessee	4	2	2	1.5	1.5	0	0	0	0	11	9	20
44.	Texas	4	3	2	2.5	2	0	0	0	.5	14	7	21
45.	Utah	3	2	2	3	2	.5	1.5	0	1	15	9	24
46.	Vermont	4	2/3	3/2	3	1.5	0	1	0	0	14.5+	LO	14.5+
47.	Virginia	4	2	2	3	2	0	0	0	0	13	7	20
48.	Washington	3	2	2	2.5	2	0	0	0	1	12.5	5.5	18
49.	West Virginia	4	2	2	3	2	0	1/0	0/1	0	14	7	21
50.	Wisconsin	4	2	2	3	2	0	0	0	0	13+	LO	13+
51.	Wyoming	LO	LO	LO	LO	LO	LO	LO	LO	LO	LO	LO	18

[a] = A number of states require exposure to computer/computer literacy within various content areas.
[b] LO = Local option in the designation of credit requirements in these content areas.
[c] = Mean credit requirements are reported for these states in which local systems prescribe graduation standards.

APPENDIX E

INDIVIDUAL STATE SUMMARIES

APPENDIX E
Individual State Summaries

State	Level of Graduation Requirements	Graduation Test/Level First Given	Minimum Graduation Credits[a]	Core Curriculum; Extent	Multiple Curricula Offered	Type(s) of Regular Education Diplomas
1. Alabama	State & local	State; 11th	22	Yes; Minimal	Recommended: o Standard o Advanced o Vocational	Multiple diplomas[b]
2. Alaska	State & local	None	21	Local option	Local option	Standard
3. Arizona	State & local	None	20	Yes; Minimal	Generally required: o General o College Prep o Vocational	Standard; Transcript
4. Arkansas	State & local	None	20	Yes; Minimal	None specified as such	Standard; Transcript
5. California	State & local	Local; 10th	13 (plus local requirements)	Yes; Minimal	Recommended: Model curriculum standards determine curriculum (1984 report specified: o Lower o Middle o Higher o Advanced)	Standard: Differentiated endorsements
6. Colorado	Local	None (only 3 districts have)	20 (average)	Local option	Local option	Standard
7. Connecticut	State & local	None	20	Yes; Minimal	Local option	Standard

	State	Level of Graduation Requirements	Graduation Test/Level First Given	Minimum Graduation Credits[a]	Core Curriculum; Extent	Multiple Curricula Offered	Type(s) of Regular Education Diplomas
8.	Delaware	State & local	None	19	Yes; Minimal	Generally required: o General o College Prep o Vocational	Standard
9.	District of Columbia	State/local	None	20.5	Yes; Comprehensive	Recommended: o General o College Prep o Public/Private Partnership Career Preparation Program o Career Development Center Programs o Ballou Math/Science Program o School Without Walls Program o Banneker Academic Program o Duke Ellington School of the Arts Program	Standard; Optional certificates
10.	Florida	State & local	State; 10th	24	Yes; Comprehensive	Recommended: o General o College Prep	Standard
11.	Georgia	State & local	State; 10th	21	Yes: Minimal	Generally required: o General o College Prep o Vocational	Standard; Differentiated endorsements
12.	Hawaii	State	State; 9th	20	Yes; Minimal	Recommended: o General o College Prep o Vocational/Technical	Multiple diplomas

	State	Level of Graduation Requirements	Graduation Test/Level First Given	Minimum Graduation Credits[a]	Core Curriculum; Extent	Multiple Curricula Offered	Type(s) of Regular Education Diplomas
13.	Idaho	State & local	None	21	Yes; Minimal	Recommended: o Regular o Honor's o Advanced Placement o Remedial/Basic	Standard
14.	Illinois	State & local	State; 12th	16	Yes; Minimal	Local option	Standard
15.	Indiana	State & local	None	19	Yes; Minimal	None specified as such	Standard
16.	Iowa	State & local	None	16	Yes; Minimal	Local option	Standard; Some locals award multiple diplomas
17.	Kansas	State & local	Local; 10th	21	Local option	Generally required: Local option as to types	Various types; Local option
18.	Kentucky	State & local	None	20	Yes; Minimal	Generally required: o General o College Prep o Commonwealth Diploma Program	Multiple diplomas
19.	Louisiana	State & local	None; 11th planned	23	Yes; Comprehensive	None specified as such	Standard: Differentiated endorsements
20.	Maine	State & local	None	16	Yes; Minimal	Generally required: o General o Academic: classical o Academic: scientific o Vocational o Business	Various types; Local option

	State	Level of Graduation Requirements	Graduation Test/Level First Given	Minimum Graduation Credits[a]	Core Curriculum; Extent	Multiple Curricula Offered	Type(s) of Regular Education Diplomas
21.	Maryland	State & local	State; 9th	20	Yes; Minimal	Generally required: Local option as to types	Standard; Optional certificate
22.	Massachusetts	Local	None	Local option	Local option	Recommended: o General o College Prep	Standard
23.	Michigan	Local	None	21.1 (average)	Local option	Local option	Local option
24.	Minnesota	State & local	None	20	Yes; Minimal	None specified as such	Standard
25.	Mississippi	State & local	State; 11th	18	Yes; Minimal	Recommended: o General o College Prep o Vocational	Standard
26.	Missouri	State & local	None	22	Local option	Recommended: o General o College Prep	Standard; Optional certificate
27.	Montana	State & local	None	16	Yes; Minimal	Recommended: Local option as to types	Standard
28.	Nebraska	State & local	None	20	Yes; Minimal	Local option; (most do not)	Standard; Some locals award multiple diplomas
29.	Nevada	State & local	State; 9th	20	Yes; Comprehensive	Recommended: o General o College Prep	Standard

	State	Level of Graduation Requirements	Graduation Test/Level First Given	Minimum Graduation Credits[a]	Core Curriculum; Extent	Multiple Curricula Offered	Type(s) of Regular Education Diplomas
30.	New Hampshire	State & local	None	19.75	Yes; Minimal	Recommended: o General o College Prep o Vocational	Standard; Some locals have differentiated endorsements
31.	New Jersey	State & local	State; 9th	22	Yes; Minimal	Local option	Standard
32.	New Mexico	State & local	State; Not yet selected	23	Yes; Comprehensive	Recommended: o General o College Prep o Vocational/ Technical	Standard
33.	New York	State & local	State; Varying grades	18.5	Yes; Comprehensive	Recommended: o Local Diploma Program o Regents Diploma Program	Multiple diplomas
34.	North Carolina	State & local	State; 10th	20	Yes; Minimal	Generally required: o General o College Prep o Vocational o Scholars Program	Standard; Differentiated endorsements
35.	North Dakota	State & local	None	17	Yes; Minimal	Local option	Standard
36.	Ohio	State & local	None	18	Yes; Minimal	Recommended: o General o College Prep o Vocational	Standard
37.	Oklahoma	State & local	None	20	Yes; Comprehensive	Recommended: o State Minimum o College Prep o Vocational	Standard

	State	Level of Graduation Requirements	Graduation Test/Level First Given	Minimum Graduation Credits[a]	Core Curriculum; Extent	Multiple Curricula Offered	Type(s) of Regular Education Diplomas
38.	Oregon	State & local	None	22	Yes; Comprehensive	Generally required: o General o College Prep o Vocational	Standard; Optional certificate
39.	Pennsylvania	State & local	None	21	Yes; Minimal	Generally required: o General o College Prep o Business o Vocational/ Technical	Standard
40.	Rhode Island	State & local	None	16	Yes; Minimal	Generally required: o Career/General o College Prep o Vocational	Standard
41.	South Carolina	State	State; 10th	20	Yes; Minimal	Generally required: o General o College Prep o Vocational	Standard; Optional certificate
42.	South Dakota	State & local	None	20	Yes; Minimal	None specified as such	Standard; Transcript available
43.	Tennessee	State & local	State; 9th	20	Yes; Minimal	Generally required: o General o Honors: General o Honors: Vocational	Multiple diplomas
44.	Texas	State & local	State; 11th	21	Yes; Minimal	Generally required: o Regular o Advanced o Advanced Honors	Standard; Differentiated transcripts

	State	Level of Graduation Requirements	Graduation Test/Level First Given	Minimum Graduation Credits[a]	Core Curriculum; Extent	Multiple Curricula Offered	Type(s) of Regular Education Diplomas
45.	Utah	State & local	None	24	Yes; Comprehensive	Recommended: o General o College Prep	Standard
46.	Vermont	State & local	None	14.5	Yes; Comprehensive	None specified as such	Standard
47.	Virginia	State & local	State; 10th	20	Yes; Comprehensive	Generally required: o General o Advanced	Multiple diplomas
48.	Washington	State & local	None	18	Yes; Minimal	Recommended: o General o College Prep o Vocational	Standard; Transcript
49.	West Virginia	State & local	None	21	Yes; Comprehensive	Recommended: o General o College Prep o Vocational	Standard; Optional certificate
50.	Wisconsin	State & local	None	13 (plus local requirements)	Yes; Comprehensive	Recommended: Local option as to types	Standard; Some locals have differentiated endorsements
51.	Wyoming	State & local	None	18	Local option	Recommended: Local option as to types	Standard

[a] Reflects new requirements for states in transition.
[b] Generally includes standard diploma.

APPENDIX F

CORRESPONDENCE WITH SURVEY PARTICIPANTS

THOMAS G. CLAUSEN
Superintendent of Education

APPENDIX F

P.O.BOX 94064
Baton Rouge, LA 70804-9064
1-800-272-9872

Dear :

Thank you for agreeing to participate in our national telephone survey of high school graduation requirements and related curricula issues. I have enclosed the appropriate interview outline for your examination prior to our scheduled telephone call on at . At that time we would like to solicit your responses to the questions identified on that instrument.

We would be happy to forward a copy of our final report when it is completed. Please express your interest in receiving this report when we make our follow-up telephone call. Thank you again for your help; we will be looking forward to talking with you.

Sincerely,

Janella Rachal, Ph.D.

JR/lm

"An Equal Opportunity Employer"

THOMAS G. CLAUSEN
Superintendent of Education

P.O.BOX 94064
Baton Rouge, LA 70804-9064
1-800-272-9872

February 17, 1987

Dear :

Thank you for participating in our national telephone survey soliciting information concerning high school graduation requirements and related curricula issues.

In an effort to ensure the accuracy of our interpretation of the information you provided, I am enclosing draft copies of two state summary tables that will eventually appear in our report. Please verify the information relative to your state/district. Explanations of the various categories employed in the compilation of this information are provided below. If any corrections are required please contact me by phone as soon as you receive this communication (or no later than Thursday, February 26th, due to our reporting timelines.) Please call person-to-person, collect for Janella Rachal at (504) 342-3837.

Appendix D: State and Local High School Graduation Requirements by Content Area

This summary table lists the credit requirements by content area as per the information collected through the interview and any supplementary materials forwarded. For states in transition, we tried to reflect the new requirements, as opposed to the previous/current ones, so that the data would be useful beyond the present school year. Please check the accuracy of the information presented.

Appendix E Categories: Individual State Summaries

1) Level of Graduation Requirements - This category reflects whether your state's/district's high school graduation requirements are designated from the state level, local level, or both.

2) Graduation Test/Level First Given - This is indicative of whether a high school graduation test is, or soon will be, required in your state/district. If so, this is followed by the level from which that test is prescribed, and by then the grade level at which that test is first administered.

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3) Minimum Graduation Credits - This category gives the minimum number of total credits required for graduation (may not include supplementary local requirements, if you indicated this total as such).

4) Core Curriculum; Extent - This category reflects the prevalence of a core curriculum in your state/district in accordance with the number of content areas in which specific courses/content are required of all students.

- o Minimal - specific course/content requirements in fewer than 4 content areas
- o Comprehensive - specific course/content requirements in 4 or more content areas

The "local option" category is used to designate states where no general statewide trend could be reported in terms of the existence/nature of multiple curricula.

5) Multiple Curricula Offered - This category reflects (as accurately as possible), first, whether multiple curricula are generally required, as opposed, to simply recommended in each state; and, secondly (as comprehensively as possible), the identity of those curricula most frequently offered in each state. The "generally required" designation is not intended to reflect an absolute mandate, but, instead, to be indicative of those states in which such curricula are more strongly encouraged than in others.

6) Type(s) of Diplomas - The final column presents the type(s) of diploma(s) offered in each state in accordance with the categories defined on the survey instrument.

In reviewing these two summary tables please be cognizant of our need to aggregate, as much as possible, the information collected from all 50 states and the District of Columbia, but, at the same time, please contact me if you feel that any errors or misrepresentations concerning your state/district are indicated. Any such inaccuracies are certainly unintentional.

Thank you again for your help, and please do not delay in reporting any error you may detect. A final copy of the full report will be forthcoming.

Sincerely,

Janella Rachal, Ph.D.
Evaluation Section

JR:ac
Enclosure

THOMAS G. CLAUSEN
Superintendent of Education

February 17, 1987

P.O.BOX 94064
Baton Rouge, LA 70804-9064
1-800-272-9872

Dear :

Thank you for participating in our national telephone survey soliciting information concerning high school graduation requirements and related curricula issues. We particularly appreciated the supplementary information you forwarded concerning your state.

In an effort to ensure the accuracy of our interpretation of the information you provided, I am enclosing draft copies of two state summary tables that will eventually appear in our report. Please verify the information relative to your state/district. Explanations of the various categories employed in the compilation of this information are provided below. If any corrections are required please contact me by phone as soon as you receive this communication (or no later than Thursday, February 26th, due to our reporting timelines.) Please call person-to-person, collect for Janella Rachal at (504) 342-3837.

Appendix D: State and Local High School Graduation Requirements by Content Area

This summary table lists the credit requirements by content area as per the information collected through the interview and any supplementary materials forwarded. For states in transition, we tried to reflect the new requirements, as opposed to the previous/current ones, so that the data would be useful beyond the present school year. Please check the accuracy of the information presented.

Appendix E Categories: Individual State Summaries

1) Level of Graduation Requirements - This category reflects whether your state's/district's high school graduation requirements are designated from the state level, local level, or both.

2) Graduation Test/Level First Given - This is indicative of whether a high school graduation test is, or soon will be, required in your state/district. If so, this is followed by the level from which that test is prescribed, and by then the grade level at which that test is first administered.

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Sincerely,

Janella Rachal, Ph.D.
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